

TEACHER'S GUIDE  
FOR  
ENGLISH READER  
BOOK IV

*General Series*



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FOR  
ENGLISH READER  
BOOK IV  
( Class IX )

*General Series*

*Prepared by*  
CENTRAL INSTITUTE OF ENGLISH  
HYDERABAD



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## A NOTE TO THE READER

The Central Institute of English, Hyderabad, has, at the instance of the Union Ministry of Education, prepared two series of textbook materials which would make for uniformity of standards in the teaching and learning of English in India. The first series is intended for a nine-year course, from Class III to Class XI, and is called the **Special Series**. The second is meant for a six-year course, from Class VI to Class XI, and is called the **General Series**. The first-year book in either series may, however, be introduced at whatever stage English is begun in a given school, taking into consideration the duration of the course, and not necessarily in Class III or Class VI.

The materials for each class in either series comprise a Reader, a Teacher's Guide and a Workbook; these are related and complementary to one another, and form the course for each year. For Classes IX to XI, there are no workbooks.

The Reader provides reading matter which incorporates the language items taught orally by the teacher and is intended to reinforce the learning of these items. The Teacher's Guide gives detailed guidance for the teaching of the lessons in the Reader. The Workbook provides exercises for practice and consolidation of the language items taught.

A conscious attempt has been made in these books to present and establish graded language items and to use appropriate content as a means to this end. The emphasis in these materials is, therefore, on the teaching of language rather than content. The methodology is based on commonly accepted principles of language teaching, and the language of these materials — in the reading passages, in the exercises, and in the teacher's notes — has been carefully controlled. The primary aim of the exercises in the Reader and the Workbook is to provide systematic practice of the teaching items (structural and lexical) introduced in the lesson and not to test the attainments of pupils, as is often the case with the exercises given in many pupil's books. Vocabulary, a usually neglected item, has been given as much attention as the structures.

The cultural element in the reading material of these books has no marked regional character and is, therefore, unlikely to present any great difficulty to pupils of different cultural areas.

The National Council of Educational Research and Training is publishing these materials in a phased programme spread over three years. The first phase covers Classes III, VI and IX in the **Special Series** and Classes VI and IX in the **General Series**. The second phase will cover Classes IV, VII and X in the **Special Series** and Classes VII and X in the **General Series**. The third phase will include materials for Classes V, VIII and XI in the **Special Series** and Classes VIII and XI in the **General Series**.

Of the books brought out in the first phase of publication, those for Classes VI and IX in the **Special Series** can be introduced simultaneously with the book for Class III, similarly the book for Class IX in the **General Series** can be introduced simultaneously with the book for Class VI. Thus is possible because care has been taken to base the books for the intermediate stages on a language scheme which can easily follow from the syllabuses for the earlier classes found to be in general use.

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# INTRODUCTION

This Teacher's Guide is intended to help you to make effective use of the English Reader, Book IV

Notes have been given for each of the fourteen lessons of the Reader. Study these notes before you begin teaching a lesson. Regard these notes essentially as suggestions giving general guidance. You should feel free to adapt them or enrich them.

The main emphasis is on the teaching of language and not the subject-matter, but an attempt has been made to provide subject-matter that will be of interest to the learners.

Each lesson is divided into a number of stages or sections. The procedure recommended is that under each section the following steps are gone through:

- I. Presentation of new structures.
- II. Presentation of new words.
- III. Reading by the teacher.
- IV. Silent reading by the pupils.
- V. Comprehension questions.
- VI. Exercises.

## *I. Presentation of New Structures*

The new teaching items or structures introduced in each section are indicated in this Guide. You are told in this section how the structures can be taught. There are two stages in teaching the use of each new structure.

- a) Presentation of the structure.
- b) Oral practice or drill in the use of the structure.

At the presentation stage pupils learn the meaning conveyed by the new structure and the occasion for its use with this meaning. At the drill stage they practise the use of the structure themselves, understanding the meaning, so that the structure gets

established and is integrated with the growing body of previously learned material

Present the structure through a known situation or a situation within the experience of the pupil, which you verbally build up. If you consider it necessary, you may explain the meaning or substance of the sentence as a whole or give its equivalent, if any, in the mother tongue. Don't attempt to translate the sentence word by word, but treat it as a whole.

After presenting the structure, provide the pupils opportunities to practise its use. Besides getting the pupils to do the exercises given in this Guide, get the pupils to do the exercises on the structure given at the end of each lesson in the Reader. You can, however, postpone this until after the lesson is taught, if you feel that the exercises are too difficult at this stage.

Wherever possible present a structure in a structure table assigning a column for each grammatical component of the sentence. This will help the pupils to grasp the form of the structure and the function of each of its parts. See the tables given in this Guide.

## *II. Presentation of New Words*

After the structures have been taught in each section, proceed to the teaching of new words.

Pupils should be taught the pronunciation, meaning and spelling of the new words.

When you present new words one by one, in isolation, without relating them in any manner, you may find that the full value of contextualized presentation is not realized. It is, therefore, a good idea to make use of the topic of the lesson for the purpose of introducing the new words. Give a short talk on the topic introducing in the talk as many of the new words as possible, stopping now and then to give a quick explanation or translation of the new words. You can, in this way, cover a good number, if not all, of the new words in each section. The new words to be taught should be written on the blackboard. All this will provide the motivation or orientation for learning the new words and also make comprehension of the passage easy.

when pupils do silent reading. After this, take up the words one by one for teaching. Here again there are two stages -- presentation and practice. As in the case of structures, during the presentation, the pupils learn the meaning of new words and the occasion for their use. Practice provides an opportunity to repeat them with understanding.

The meaning of a new word can be taught in several ways

- a. Linking the word with an object, a picture or an action
- b. Giving the explanation in simple English

Do this with as many words as possible. This will provide opportunity for the wider use of the language taught. Notes for this purpose are given in this book.

- c. Translation.

Do not hesitate to translate words into the pupil's mother tongue if the explanation in English tends to be long-winded. Some words may not have exact equivalents in the mother tongue. In such cases give a short explanation in the mother tongue. Wherever the instruction, 'translate', is given, it means that the mother tongue equivalent of the word can be given. In other cases you have been asked to translate the explanation as a whole. But after giving the translation or explanation in the mother tongue, give the pupils practice in the use of the new words in appropriate contexts.

- d. Presenting the word in a context.

This is by far the most effective and satisfactory manner of presenting a new word. The context should be such as to bring out the meaning and use of the word without further explanation.

*Example.* Fulfil

1. He hoped to make a lot of profit in his new business, but he did not do as well as he had hoped. His hopes were not *fulfilled*.
2. So-and-So promised to help his neighbour with a loan for his daughter's marriage, but he could not find the money. So he could not fulfil his promise.

3. Last night I dreamt that I won a prize of ten thousand rupees! How I wish the dream was fulfilled.

Remember that the meaning of a word presented in this way will be satisfactorily grasped only when several such instances of its use are given

Besides presenting the word in one or the other of these ways, try to get the pupils to use the word themselves, by building up a situation for a conversation. Try to build up the conversation on the basis of the illustrative sentences suggested in this book.

See the notes under the word *attempt* in Lesson 6.

*Teacher* Who first reached the top of Mount Everest?

*Pupil* Tenzing and Hillary.

*T* In which year did they do this?

*P* In 1953.

(Give the information if necessary.)

*T* Did Tenzing try to climb the top of Everest at any time before?

*P* Yes

(Give the information if necessary.)

*T* So he made an *attempt* earlier, but he did not succeed.

In which attempt did he succeed?

*P* He succeeded in his second attempt.

*T* Did other people make any attempts to climb Mount Everest before Tenzing?

*P* Yes, several people made attempts.

*T* How many such attempts were made by others before Tenzing and Hillary succeeded?

*P* Three attempts were made

*T* Did any of them succeed?

*P* No, none of the attempts succeeded

(Get the full answer.)

*T* Did any Indian team make an attempt at any time to climb Mount Everest?

*P* Yes, an Indian team made an attempt in the year 1966.

*T.* Did the team succeed ?

*P.* Yes, . . . . .

(Get a full answer )

It will be a good idea if before beginning this conversation you write on the blackboard the dates, names and other information relevant to this conversation.

Write on the blackboard one or two of the illustrative sentences you give and underline the new word in each sentence. Get the pupils to copy these sentences in their notebooks. Teach the spelling and pronunciation of the word.

A word may have several meanings. Confine your explanation to the sense in which it is used in the text, which is often the primary meaning. In cases when the word is used in other than its primary meaning, teach the primary meaning first, then its extended use. Teach useful derivatives by presenting them in groups.

*Example:* believe — believable — belief  
disbelieve -- unbelievable — disbelief

### *III Reading by the Teacher*

After you have taught the new words, read the section aloud, bringing out the pronunciation, stress and intonation. Ask the pupils to follow your reading in their texts.

### *IV Silent Reading by the Pupils*

This is specially meant to give pupils practice in reading and comprehending a passage. You can guide and motivate the reading by giving out beforehand a few questions for which the pupils will have to find the answers in the course of their reading. The pupils, however, should be told that other questions will come later on, so that they should not confine their attention, while reading, to the answers to the questions given beforehand. These 'before-questions' should be so framed as to require only very short answers.

*Example:* Who was the first person to fly in a powered flying-machine ?

### *V Comprehension Questions*

After the four questions have been answered, more comprehension questions should be asked. These you will find at the end of each section in each lesson in this book. You can also make use of the comprehension questions given in the Reader at the end of the lesson.

### *VI Exercises*

The exercises are an integral part of each lesson and it is important that these are worked through before the next lesson is taken up. These exercises are designed to give further practice in the use of the structures and new words as well as in the comprehension of the lesson as a whole. They are not intended to test the pupils at this stage. It is desirable to get these exercises done orally at first, giving as many pupils as possible a chance to practise the answers. After the exercises are done orally, get the pupils to write the answers in their exercise-books either in class or at home. Correct the answers.

## POEMS

A few poems have been included in the Reader. They are intended to give the pupils some experience of listening to poems being read and of reading them with enjoyment and with a certain measure of understanding of their content. Explanations and comprehension and appreciation questions have been provided at the end of each poem in the book.

The teacher may adopt a procedure such as this. He first introduces the poem by telling the pupils what it is about. There may be a very brief discussion of the subject with the pupils, and if parallel themes can be found in poems in the pupils' mother tongue, they may also be used for this introduction. The teacher should, in addition, give whatever background information is necessary for the pupils to understand the content of the poem. The teacher then reads the poem in an expressive manner bringing out the rhythm of the verse and the mood and feeling found in the poem. A reading of the poem part by part follows, accompanied by comprehension questions which will elicit in outline

the content of the poem. The third step is to provide the necessary information or explanation where there are words or details of description or ideas which are unfamiliar to the pupils. The next step will be for the teacher to read the poem again and this should be followed by comprehension and appreciation questions such as those given in the notes in this book. The teacher should ask also some questions in the form 'Read the line or lines which tell of such and such a thing.'

Finally, a few pupils may be asked to read the poem aloud. The teacher should encourage the pupils to read the poem at home and memorize it.

### SOME POINTS TO BE NOTED

1. In the notes under "New Words" the new word is italicized in the first illustrative sentence given. The word is not italicized in the second or the third illustrative sentence if it occurs in the same meaning. But if the word is used in a different or derived meaning, then the first occurrence of it in that meaning is again italicized.

2. The meanings of a word given may not in all cases fit in a sentence in the same way as the word, i.e., they are not meant to be substituted for the word in any given sentence. If they are so substituted, the construction may go wrong or the sentence may be awkwardly formed.

3. The meanings given are marked off by a semi-colon if they express different senses in which the word is used. In such cases, the first meaning is the one in which the word is used in the text, and the others, variations recommended for teaching.

4. Sometimes words belonging to the later sections are included if they are related to the new word.

*Example.* excite — excitement.

Related words which occur in different places in the same section are also taught together.

5. Many illustrative sentences are meant to suggest situations which should be expanded by the teacher in brief conversations.

6 When a new verb is taught, all the tense forms of the verb should be taught, specially in the case of verbs with irregular tense forms.

7. The grammatical notes given under each lesson may be explained to the pupils if this is thought useful.

8 Where some proper names have been used in illustrative sentences, the names may be changed to suit the local cultural context. It is desirable to avoid the use of the names of pupils actually in class.

9. In eliciting answers from the pupils, the teacher's prompting may often become necessary. The teacher should not hesitate to prompt.

10. Extensions or derivatives of words already taught are given in brackets, in the lists at the beginning of each section.

11 The following abbreviations are used in this book:

- b b. = blackboard
- T = teacher
- P = pupil
- v = verb
- n. = noun
- adj = adjective
- adv. = adverb
- v i. = intransitive verb
- v t = transitive verb
- prep = preposition
- conj = conjunction
- pl. = plural
- sing. = singular



## LESSON 1

# The Holidays

### SECTION I

#### STRUCTURAL ITEMS

##### a. Simple Past

*Notes* The Simple Past is often used to express an action that took place at some definite point in the past, not extending into the present.

*Examples.* 1 I *went* to the pictures yesterday.

2 Her daughter *was born* in November 1963

3. He *came* a few minutes ago.

The Simple Past is also often used to show habitual or regular actions taking place in the past. The context, often with the help of an adverbial phrase or clause, makes this meaning clear.

*Examples* 1 When I was in Madras, I *went* to the beach every day.

2. To pay his fees at school, Mohan *sold* newspapers.

*Suggestions for revision* Ask the students a few oral questions to elicit an answer in the Simple Past.

*T* When did you come to school today?

*P*: I came at 9 45/ten o'clock.

*T*. When did you start from home?

*P*: I started at nine o'clock/half-past nine

*T*. What did we do yesterday in our English class?

*P*. We read a poem/did an exercise, etc

*T* What class did you have before this class?

*P* We had a geography class/history class, etc.

*T* Where did you buy your English textbook?

*P*. I bought it at ... ..

## b. Past Progressive

*Notes* I The Past Progressive usually indicates an activity or a state continuing at a certain point of time (in the past)

*Examples* 1 At six o'clock yesterday evening I was listening to the radio  
 2 I was returning from school when I met her  
 3 The boy was crossing the road when he met with an accident

II The Past Progressive is also used when we wish to express what was happening in the past for a continuous period of time

*Examples* She was listening to the radio the whole evening  
 What were you doing yesterday morning?  
 I was writing letters (yesterday morning)

III Sometimes we indicate two activities continuing at the same time, using the Past Progressive in both clauses.

*Examples* 1. I was talking to his sister and he was listening to the radio.  
 2 Sita was playing the sitar, Radha was singing and Mohan was playing the tabla

Some adverbs used with the progressive tenses are *always*, *continually*, *constantly*, *for ever*

*Examples* 1. He was *always* scolding his children  
 2 She was *continually* asking for money

Note the position of the adverbs in the above sentences

*Suggestions for revision.* Ask the pupils a few questions and elicit answers in the Past Progressive

*Examples* 1 T Mohan, what were you doing when I came into the class?  
 P When you came into the class, I was reading a book/I was learning a poem/I was completing my homework/I was talking to my friends/I was doing nothing  
 2 T Ram, what were you doing yesterday evening at six?  
 P. I was studying English.

*T* Gopal, what were you doing ?

*P*: I was listening to the radio.

Next put on the blackboard the example of a boy's diary for a particular day. Elicit the particulars from one of the boys.

*Example*

### Ram's Diary for Monday

7 a.m.	dressing for school
8 a.m.	having breakfast
9-9.50 a.m.	coming to school in the bus
10 a.m. - 1 p.m.	attending classes
1-2 p.m.	having lunch
2-3 p.m.	attending classes
3-4 p.m.	NCC - marching
5.30-6.30 p.m.	playing cricket
7-8 p.m.	map-drawing

Now ask a number of questions with reference to the diary.

*Example* *T* What was Ram doing at 8 a.m. ?

*P* He was having breakfast

Finally ask the students to do Exercise III in Lesson 1.

### NEW WORDS

already  
anywhere  
later  
over  
yet

*already* (adv.) by this/that time.

1. The bell has not rung, but some of the boys are *already* in the classroom
2. *Magan* Come and have a cup of tea with me, Jeevan.  
*Jeevan* Thank you, but I have already had one
3. *T* Remember, you should pay your fees before the end of the week

*P* But I have already paid them.

*Note* Point out the position of *already* between the helping verb 'have' and the main verb 'paid'.

Translate one of the sentences above to ensure comprehension

*anywhere* (adv) in any place, at any place or to any place.  
Translate

1. I have lost my fountain-pen. I have looked for it but I can't find it *anywhere*.
2. Abdul, did you go anywhere for your holidays?  
No, I didn't go anywhere. I stayed in town.  
(Yes, I went to my uncle's village, etc.)

Also teach *somewhere*, *nowhere*, *everywhere*. Translate one illustrative sentence for each word.

*nowhere* at no place or to no place.

T. Where did you go for the holidays?

P. *Nowhere*. I stayed at home.

*everywhere* in every place

1. You can get bananas *everywhere* in India.
2. I have looked for my fountain-pen everywhere, but I can't find it.

*somewhere* in some place, at some place, to some place

1. While shopping I left my bag *somewhere*. I can't remember where.
2. I have seen that man somewhere, but I can't remember where.
3. Let's go somewhere for the week-end. Now, where shall we go?

*later* (adv) after some time from now/then

1. I can't speak to you now. I am busy. I'll see you *later*.
2. Sita asked her friend to give her a rupee. She promised to return it later.

Teach also *later on* meaning *afterwards*, *at a later time*.

1. Asha said that she wasn't going to see the picture, but *later on* she went and saw it.
2. Jagdeesh was very lazy in the first term, but later on he began to work hard and did very well in the examination.

Translate one of the above sentences.

*over* (adv.) finished, at an end.

1. School is always *over* by four o'clock.
2. Robert had a wonderful holiday, and he was sad when it was *over*.

*yet* (adv.) (commonly used with the negative) up to now, so far.

- 1 The bell has rung, but some of the boys are not *yet* in class.
2. Man has not yet got to the moon, but very soon he will get there.

### COMPREHENSION QUESTIONS

- 1 Where were all the boys before school began ?
2. Why were the teachers very busy ?
- 3 How did Ashok find out that Mohan was not in town during the holidays ?
- 4 What did Mohan see in Agra ?
5. Did Raj go to Agra ?

## SECTION II

### NEW WORDS

assembly      interesting

*assembly* (n) a gathering of a number of people.

Refer to the school assembly.

- 1 Did you go to the *assembly* this morning ?
2. Did the Principal say anything important at the assembly today ?

*interesting* (adj.). arousing interest, holding the attention

Translate

- 1 This book has very *interesting* stories in it. You must read it.
2. She has been all over the world. She is a very interesting person to talk to

### COMPREHENSION QUESTIONS

- 1 Where did Ashok spend his holidays ?
- 2 How do we learn that Mohan liked reading story-books ?
3. Why did Raj want to give the story-books to Mohan later and not at once ?
- 4 Where did the boys hope to get a list of their new textbooks ?
5. When did the boys hope to know the name of their new teacher ?

## LESSON 2

# Independence Day

### SECTION I

#### STRUCTURAL ITEMS

##### a. Passive Voice of Simple Present, Past and Future (Revision)

I. Note this sentence

a. English is learnt all over the world.

This means

b. People learn English all over the world.

Sentence (a) is in the Passive Voice and sentence (b) in the Active Voice

But in this case the emphasis is on the learning of English and so this idea is best put in the Passive Voice

II Another point to note is that if the agent or the doer of the action is either vague or obvious, we do not need to mention the agent. There is no need to say

English is learnt all over the world by people.

In sentences of the following type, of course, we do need to mention the agent

He was bitten by a dog

While revising the Passive Voice explain these two points to the pupils in simple English or in the mother tongue.

*Suggestions for revision.* Since this is revision, the presentation need not be elaborate. Explain once again that the passive is formed by a tense form of the verb *to be* + the past participle of the main verb.

Write these sentences on the h.b. and ask the pupils to copy them and underline the verb in the passive in each sentence

- 1 Today is a holiday and the shops are closed
- 2 All those students who get above 80 per cent in this examination will be given prizes
- 3 My pencil was found under the table
- 4 The best apples are grown in cold places.
- 5 This book was written last year
- 6 The prizes will be given away by the Chief Minister on School Day

### **b. going to (for future)**

*Notes.* *going to* is used when we wish to express future certainty, likelihood or intention.

- Examples*
1. I think it's going to rain
  2. I feel I am going to be very late
  3. When is the programme going to begin?
  4. I am going to spend my summer in Ooty.
  5. She is going to learn music next year
  6. I am going to win the game
  7. Is he going to teach you to drive?

*Presentation* Tell the students that in some cases we can express the future not only with *will* but also with *going to*. Write a few sentences as examples on the h.b.

1. I am going to spend the summer holidays in my village.
2. We are going to see a film this evening.
3. I think it is going to rain

Now ask a few questions using *going to* so that the answers also contain *going to*.

Ask for full sentences in answers.

1. Is George going to be absent today?
2. Where are you going to spend your holidays?
3. What are you going to do this evening?
4. Who is going to take part in the school play?
5. Who is going to be the captain of the school team?
6. When are we going to have the next general elections?

*Practice by Replacement Drill*

Write this sentence on the b.b. marking the columns as shown

I / am going to / write / a letter / to our teacher / this evening

Now ask the students to read the sentence, using the following alternative words, one by one, putting each in the right place in the sentence. For example, the teacher says '*send*' and the pupil must say the sentence using *send* instead of the verb *write*.

I am going to send a letter to our teacher this evening.

*Alternatives*

- |             |              |             |
|-------------|--------------|-------------|
| 1. postcard | 2. Mohan     | 3. tomorrow |
| 4. uncle    | 5. post (v.) | 6. we       |

**NEW WORDS**

everybody                      unveil  
Independence Day  
invitation  
painting

*everybody* (n)

Translate.

1. *Everybody* must stay in after four today and complete his exercises.
2. Does everybody have his English textbook with him ?  
Teach also *nobody*, *somebody*, *anybody*.

*nobody* (n.)

Translate.

1. The teacher asked a question in class today and *nobody* was able to answer it !
2. I went to your house yesterday but nobody was at home.
3. T. Why is Sita absent today ?  
P. Nobody knows.

*somebody* (n) an unknown person.

Translate.

1. I thought *somebody* knocked at the door. I opened it but nobody was there.
2. *Somebody* must help me to finish my work. I can't finish it myself.



*anybody* (n)

Translate.

1. Has *anybody* got a pencil to lend me ?
2. Is *anybody* absent today ?
3. *Anybody* can do this work. It is very easy.

Tell the pupils that *everyone*, *no one*, *someone* and *anyone* have the same meaning as *everybody*, *nobody*, *somebody* and *nobody*.

*Independence Day* (n)

A known word. Ask the pupils which day is India's Independence Day.

*invitation* (n)

Translate. Show an invitation card.

1. T: This is an *invitation* card. It is an invitation to a birthday party/marriage.
2. T: Did we send invitations to your parents for School Day last year ?

Teach also *invite* (v t.)

Translate.

1. Mr. Das received an invitation from his friend to visit Delhi, but he could not go. He had no leave. So he *invited* his friend to visit him.
2. We invite our friends to birthdays, weddings, etc., in our homes.
3. I was invited to a birthday party yesterday.
4. Did you invite anybody to your home on your birthday ?

*painting* (n.): here, a painted picture.

Translate.

Show a painted picture or, if there is one in the school, refer to it. Tell the pupils how a painted picture is different from a pencil sketch or a photograph.

*unveil* (v t): uncover.

Translate.

1. The President *unveiled* a statue of Gandhiji in the public park last year.
2. A fine painting of our former Principal was put up in the assembly hall and it was unveiled by the new Principal.

## COMPREHENSION QUESTIONS

1. Whose picture were they going to put up at the school?
2. Was it a pencil drawing?
3. Where were they going to hang the picture?
4. When could the boys see the picture?
5. Who was Mr Shamdas?

## SECTION II

### STRUCTURAL ITEM

#### Adjective + Infinitive

*Presentation.* Write this table on the b.b and get the pupils individually to read sentences from it.

She was	sorry happy ready afraid eager glad	to leave to meet him to see the picture	.
---------	--	---	---

Translate a few of the sentences to ensure comprehension.

Tell the pupils that in the table above each sentence contains an *adjective* + a *to* infinitive.

Ask the pupils to do Exercise IV in Lesson 2.

### NEW WORDS

unfurl      eager      at last

Translate.

Show a picture of someone unfurling the National Flag and say:

"In this picture, so-and-so is *unfurling* the National Flag. Who unfurled the flag on Independence Day in our school last year?"

*eager* (adj.): very much wanting to do something

Translate.

- 1 Sita was *eager* to join the medical college
2. Mohan was eager to have a scooter.
- 3 Are you eager to have a holiday for the cricket match?

*at last* in the end, after a long time or delay

1. The train was late and we were tired of waiting. *At last* it came and the children cheered.
- 2 King Dasaratha had no children for a long time. He prayed to God and at last his prayers were answered.

## COMPREHENSION QUESTIONS

1. How did the boys make the school look beautiful on Independence Day?
2. When was the National Flag unfurled?
3. When was the National Anthem sung?
- 4 When did the meeting begin?
5. Why did the boys stop listening to Mr Shamdas?
- 6 What was the picture covered with?
7. Did the boys see the painter?
8. Who spoke last at the meeting?

## LESSON 3

# Our Five Year Plans—I

### SECTION I

#### STRUCTURAL ITEM

#### Noun + Infinitive

Write the following table on the b.b. and ask the pupils one by one to read sentences from it:

Have you got	a pencil a pen a book	to lend me	
	a dress new shoes	to wear for the party	
Has she got	a book a newspaper a magazine	to read	

Translate a few of the sentences to ensure comprehension.

Then ask the pupils to fill in the blanks with the phrases given below.

to read, to do, to write with, to buy, to stay in.

1. Have you got a pencil \_\_\_\_\_ ?
2. Can you lend me a book \_\_\_\_\_ ?
3. I do not have any work \_\_\_\_\_ ?
4. Did he get a room \_\_\_\_\_ ?
5. His father gave him some money \_\_\_\_\_ sweets with.

After this get the pupils to do Exercise IV in Lesson 3.

## NEW WORDS

agriculture	fulfil	independent
government		
industry	improve	
peasant		
village (villager)	mean	prosperous

*agriculture* (n.): farming, making things grow on the land.

Translate.

1. What is *agriculture*? It is growing things on the land
2. Most people in our villages live by agriculture.

*government*

Translate.

1. The *Government* has built a new hospital in our town.
2. Who runs this school? The Government runs it. Tell the pupils some things that the Government does, viz., building roads, collecting taxes, etc

*industry* (n.): the production of goods.

Translate.

Mention some big and also some small industries such as handloom, cloth, toy making, etc.

1. The Government nowadays spends a lot of money to encourage village *industries*.
2. The cotton and jute industries are important industries of our country.

*peasant* (n.): a small farmer.

*village, villager*

Translate.

Write the following pairs of words on the b.b. and ask the pupils to learn them:

build — builder	sing — singer
farm — farmer	teach — teacher
ride — rider	work — worker

*fulfil* (v.t.)

Translate

1. You said you would help me. You should now *fulfil* your promise.
2. Last night I dreamt that I won a prize of Rs. 10,000 ! How I wish the dream was fulfilled !
3. He hoped to make a lot of profit in his new business, but his hopes were not fulfilled.

*improve* (v.t. & i.). make better.

1. " You should try to *improve* your handwriting," said the teacher
2. We have to improve many things in our country; for example, our agriculture, our schools and colleges, the health of our people, etc.

Also teach *improvement* (n.) making better; also, something which is better.

1. Your handwriting needs *improvement*
2. The teacher said, " This essay is an *improvement* over your last one."

*mean* (v.t.)

Translate.

1. We are very late. This *means* we will have to take a taxi.
2. It is raining heavily. This means we cannot play the cricket match.

*independent* (adj.): free from outside rule.

Translate.

1. When did India become *independent* ?
2. Many countries in Asia and Africa have become independent since 1947.

*prosperous* (adj.): rich and becoming richer.

Translate.

1. Our village is a *prosperous* village. We grow many crops and we also have many small industries. Our people live in good houses. There are very few poor families in our village.
2. Her father is a doctor and earns a lot of money. The family is prosperous.

## COMPREHENSION QUESTIONS

1. What did the peasants mean when they spoke of *Bharatmata*?
2. Complete this sentence  
Nehru said that *Bharatmata* was not only the land but also . . . . .
3. What did Nehru want his country to become?
4. What happened on the 15th August, 1947?
5. When was the First Five Year Plan started?

## SECTION II

## STRUCTURAL ITEM

## Passive of Present Perfect

Write this table on the b.b. for practice.

The letter The book The parcel The money	has	already	been	sent given to me	.
The maps The notices The pictures	have			put up hung	

Translate a few of these sentences to ensure comprehension.

Ask the pupils to note the position of the adverb *already*.  
Next ask the pupils to answer the following questions, in both the ways shown below:

*Example. T:* Has the letter been posted?

*P1:* Yes, the letter has been posted.

*P2:* No, the letter has not been posted.

- Questions.* 1. Have the boys been told to sit in their places ?  
 2. Have the prizes been bought ?  
 3. Have all the parents been invited ?  
 4. Has the hall been swept and cleaned ?  
 5. Have the chairs been arranged in the hall ?

## NEW WORDS

crop	irrigate	electric
electricity	raise	
progress		

*crop* (n.): grain, vegetables, fruit, etc., grown and got in one season.

Translate.

1. We raise three *crops* a year in our village.
2. We had no rains last year and the crops failed.
3. What crops do the farmers grow in your village ?

*electricity* (n.): known word.

1. The garden was lighted by *electricity*.
2. Nowadays electricity is used to drive many machines.

Teach also *electric* (adj.)

1. We use an *electric* stove to make our morning tea.
2. An electric iron is a useful present to give.
3. On Dipavali night we lighted up our house with coloured electric bulbs.

*progress* (n.)

Translate.

1. Mohan was absent through illness for a few weeks. But he has made very good *progress* since his return to school.
2. A country's progress depends on the hard work of its people.

*irrigate* (v.t.): supply land with water.

1. The water of the Ganges is used to *irrigate* the land in many places in Uttar Pradesh and Bihar.
2. The water from a dam is used to irrigate fields in distant places.
3. How are the fields irrigated in your village ?



*raise* (v.t.). to grow on the land.

1. We *raise* vegetables in our kitchen garden
- 2 The Government is teaching our farmers to raise better crops.

## COMPREHENSION QUESTIONS

Use some of the questions found at the end of the lesson.

## KEY TO EXERCISE IV

some letters to post/to show you.  
some homework to do.  
some good news to tell you.  
a question to ask you.  
some pictures to show you.  
a match to play on Sunday.  
no time to waste.

## LESSON 4

# Our Five Year Plans—II

### SECTION I

#### STRUCTURAL ITEMS

##### a. Adjectival Clause

*Notes.* Adjectival clauses are of two types. The first type is the defining or the restrictive.

*Example.* I would like to live in a house *that has a garden.*

Here the italicized adjectival clause qualifies or defines the noun *house*.

The second type is the continuative or non-defining adjectival clause. This will be taught in Lesson 8.

*Presentation* Write a few sentences with adjectival phrases on the b.b.

1. The man riding the red bicycle is the postman.
2. The girl standing in that corner is my sister.
3. I need a pencil with a sharp point.

Since the pupils have learnt adjectival phrases you can straightway ask them to copy the sentences and underline the adjectival phrases.

Now convert the adjectival phrases into clauses and write them on the b.b.

1. The man *who is riding the red bicycle* is the postman.
2. The girl *who is standing in that corner* is my sister.
3. I need a pencil *that has a sharp point.*

Underline the adjectival clauses and point out to the pupils that you have changed the adjectival phrases into adjectival clauses.

Now ask the pupils to join the following pairs of sentences by making the italicized sentence in each pair an adjectival clause. Instruct them to use *who* or *that* after persons and *which* or *that* after things. Work the first sentence as an example on the b.b.

*Example. I gave you a book yesterday*

It belongs to the school library.

The book which/that I gave you yesterday belongs to the school library.

1. I lived in a house last year.

*It had a beautiful garden.*

2. *I wore a new frock yesterday.*

Did you like it?

3. The child was playing with a doll.

*It walked and talked.*

4. *The train goes to Delhi.*

It is always crowded

5 My sister knows Hindi very well.

*She lives in Delhi.*

### **b. not only . . . but . . . as well**

*Notes.* *As well* can be a substitute for *also*. It occupies an end position. The position of *not only* is just before the word or group of words it qualifies.

*Presentation* Write these sentences on the b.b

He is handsome

He is also clever.

Tell the students that these two sentences can be written as one sentence using *not only but . . . as well* thus:

He is not only handsome but clever as well.

He shut the door He also shut all the windows.

He not only shut the doors but all the windows as well.

Now ask the pupils to join the following pairs of sentences in the same way:

1. We visited Delhi.  
We also visited Agra.
2. The fire burnt down our house.  
It also burnt down the house next door.
3. You must wash the plates.  
You must also dry them.
4. He bought a shirt.  
He also bought a tie.
5. She can sing.  
She can also dance.

### NEW WORDS

canal	cultivate	during
irrigation	depend	even
	overflow	near by
	supply	such as

*canal* (n.): an artificial passage for water.

Translate.

Mention the Suez Canal, the Panama Canal, the Rajasthan Canal, and irrigation canals.

*irrigation* (n.): supplying land with water from rivers, canals, etc.

Translate.

1. The farmers in our village get water for *irrigation* from a big tank a mile away.
2. The Government is giving our farmers money to dig tube-wells for irrigation.

*cultivate* (vt): to prepare land for growing crops.

1. We need more food for our people, so we must *cultivate* more land.
2. Deserts cannot be cultivated because there is no water in them.

*depend* (v.t.)

Note that the verb usually takes the preposition *on* or *upon*. *To depend on* means *to look to (something or somebody) for help*.

1. In many parts of our country, farmers *depend on* the annual rains for water for their crops.
2. Very small children depend upon their parents for all their needs.

*overflow* (v.t. & i.)

Translate

1. The water in the river *overflowed* and flooded our village last year.
2. The water is overflowing the bucket, please turn the tap off

*supply* (v.t.). give.

Translate.

1. The Government *supplies* books free of cost to poor children in Elementary Schools.
2. Dams are built to store water and supply it to farmers for irrigation.
3. Free meals are supplied to children in schools in many parts of the country.

*during* (prep.). all through a certain period of time.

1. We had all our meals on the train *during* the journey from Bombay to Delhi.
2. During the whole of the period the two boys were talking.
3. During the next Five Year Plan we hope to grow all the food we need

Translate the sentences above to ensure comprehension.

*even* (adv.)

1. I don't have *even* a paisa on me!
2. He doesn't read *even* for an hour. How will he pass his examination?
3. We couldn't *even* enter the hall; it was so full.

Translate these sentences to ensure comprehension.

*near by* (adv.) (phrase)

Translate.

1. I went to my village during the summer. There was a river *near by*. I went there every morning for a swim.
2. I live far away from the town. There is no school *near by* and my children have to go a long way to school.

*such as*: used to introduce examples.

1. Animals *such as* the cow and the horse eat grass.
2. Animals *such as* the lion and the tiger eat flesh.
3. Birds *such as* the duck and the hen can't fly very high.
4. Boys like story-books *such as* *Alice in Wonderland*, *Gulliver's Travels* and *Treasure Island*.

## COMPREHENSION QUESTIONS

1. Name the big rivers of North India.
2. Name the big rivers of South India
3. What happens to the small rivers in summer?
4. How is the water from dams supplied to the farmers who need it?
5. Give the name of the dam that supplies water to the deserts of Rajasthan.

## SECTION II

### NEW WORDS

crore	manufacture	nowadays
factory	produce	
machine		

*crore* (n.): ten million; a hundred lakhs.

1. A steel mill costs *crores* of rupees to set up.
2. The population of India was about forty *crores* in 1961.

*factory* (n.) a building or group of buildings where goods are made by men or by machines.

Ask the pupils to name some kinds of factories, e.g., pencil factory, cycle factory, match factory, paper factory, etc.

*machine* (n.): known word.

Ask the pupils to name some kinds of machines, e.g., sewing machine, printing machine, etc.

*manufacture* (v.t.) to make (goods, etc.) either by hand or by machines.

Translate.

Name a factory and ask:

What do they *manufacture* in this factory?

Ask the pupils to name a place where cars are manufactured in India.

*produce* (v.t.): to make.

Translate.

1. We *produce* sugar from sugar-cane
2. We produce yarn from cotton and many kinds of cloth from yarn
3. Factories in India now produce aeroplanes, cars and railway engines.

*nowadays* (adv.): at the present time.

1. In olden days farmers ploughed their lands with the help of bullocks but *nowadays* farmers in many countries use tractors
2. I never see your brother nowadays. Has he gone somewhere?

## COMPREHENSION QUESTIONS

1. How do dams help to control floods?
2. What does electricity do for us besides giving us light?
3. How did people in olden days make the things they needed?
4. Name some of the small things that are made by machines.

## SECTION III

## NEW WORDS

ore

steel

*ore* (n.). rock, earth or sand from which metal may be taken out.

Mention iron ore, gold ore, silver ore, copper ore, etc.

*steel* (n.): known word.

Refer to some objects of steel such as a knife, a bicycle, a safe, etc.

## COMPREHENSION QUESTIONS

1. How is electricity useful for our factories?
2. What did we do with our iron ore before we had any steel mills?

Questions 6-9 from Exercise I in the *Reader* may also be asked.



## LESSON 5

# Andy Rooney

### SECTION I

#### STRUCTURAL ITEM

##### Noun Clause (as object of the sentence)

*Notes.* The noun clause as object can be introduced by all the interrogative words (who, when, why, what, where, whose and how) and also by *if* or *whether* and *that*.

*Presentation.* Write on the b.b.:

Mohan is late for class. I know why.

Tell the pupils that this pair of sentences can be combined into one sentence thus:

I know *why Mohan is late for class*.

Underline the clause and tell the pupils that it is a noun clause and is the object of the verb *know*.

Next write out the table given below and ask the pupils to read five sentences from it:

<i>Principal Clause</i>	<i>Noun Clause</i>	
I know Tell me Find out Do you know Can you tell me	why Mohan is late for class	?

Now give the following pairs of sentences for the pupils to combine and then ask them to underline the noun clause in each combined sentence

- |                               |                      |
|-------------------------------|----------------------|
| 1. He left the class          | Tell me why.         |
| 2. Sita is absent.            | Do you know why?     |
| 3. The book is not here.      | Find out why.        |
| 4. He is angry.               | Can you tell me why? |
| 5. You didn't come yesterday. | I know why.          |

After the pupils have done the exercise, write this table on the b.b. and ask them to read meaningful sentences from it:

<i>Principal Clause</i>		<i>Noun Clause</i>	
Tell me	why	he left the class	?
Do you know		Sita is absent	
Find out		the book is not here	
Can you tell me		he is angry	
I know		you didn't come yesterday	

If any pupil happens to ask why the subject and the verb in the noun clause are not inverted in the interrogative sentences, tell them that it is not a real question but a noun clause.

Now get the pupils to learn the noun clause introduced by the other interrogative words, *who*, *when*, *what*, *where*, *whose* and *how*, by making sentences from the table given on page 27.

The pupils have already learnt statements in indirect speech, so the introduction of the noun clause in indirect statements can proceed as given below.

Write these sentences on the b.b.:

1. Ram said, "I will bring the book later."
2. Ram said *that he would bring the book later.*

Tell the students that the first sentence reports Ram's speech directly and the second reports Ram's statement indirectly. The italicized part is a noun clause, object of the verb *said*.

<i>Principal Clause</i>		<i>Noun Clause</i>	
Do you know Can you tell me Find out Tell me I know	who	got the first prize won the race is going to be our new science teacher wrote this book stole my watch	?
	when	the bell will ring the train will leave the match began this office opens the visitors are coming	
	what	he wanted she bought in the market her father gave her on her birthday we are having for lunch this word means	
	where	they are going for a picnic he left my book he met with an accident she studied I can get a good pair of shoes	
	whose	book this is house he lives in shop caught fire friend she is drawing is better	
	how	this machine works we can open this box she makes such good coffee we can catch the thief the fight began	

Now ask the pupils to put the following sentences into indirect speech and underline the noun clause in each sentence. Give one more example.

*Example.* He said to her, " You are wearing a very beautiful sari."

He told her *that she was wearing a very beautiful sari.*

- 1 He said to the servant, " The plate is not clean."
2. The teacher said to the pupils, " You must finish this exercise before you go out to play."
3. Mother said to me, " You can go to your friend's house in the evening."
4. The speaker said to them, " College students should do some social work."
5. The Prince said to the soldier, " You are a brave man and I am going to reward you. "

Next ask the pupils to make meaningful sentences from the following table:

<i>Principal Clause</i>			<i>Noun Clause</i>
He	said	that	the train would be late
	told me/her/them		Jeevan would pass in the first class
She	thought		the Headmaster was right to punish him
	felt		the school team was very strong and would surely win the match
They	believed		

We now have to teach the noun clause in indirect questions beginning with *if* or *whether*.

Write this sentence on the b.b..

He said, " Are the boys coming this morning ? "

Tell the pupils that this direct question can be turned into an indirect statement thus.

He asked *if/whether the boys were coming that morning.*

Point out that the italicized words form the noun clause, object of the verb *asked*.

Ask the pupils to change the following sentences into the indirect form as shown above and underline the noun clause in each sentence

*Example.* He said to Mohan, " Are you going to watch the match this afternoon ? "

He asked Mohan *if/whether he was going to watch the match that afternoon.*

1. The manager said to Mr Smith, " Will you accept Rs. 500 a month ? "
2. He said, " Are these books printed in India ? "
3. The girl said to her mother, " Will you take me to a film this evening ? "
4. The boy said to his teacher, " Is this book interesting to read ? "
5. She said, " Is the fifteenth a holiday ? "

## NEW WORDS

gunpowder

funny

*gunpowder* (n )

Translate.

The workers are going to use *gunpowder* to blow up the rocks.

*funny* (adj.): making one laugh; causing fun.

1. There was a very *funny* joke in the papers this morning.
2. He made a funny face and we all began to laugh.

## COMPREHENSION QUESTIONS

1. Where did Andy Rooney live ?
2. What kind of a person was he ?
3. Why did Mr. Egan send Andy to town ?
4. Did Andy know where he had to go ?
5. What reason did he give for not asking where he should go ?
6. How did he know which place was the post-office ?

## SECTION II

## NEW WORDS

counter

impatient

postmaster

unnecessary

*counter* (n.): a long table between the customers and those who are serving them in a shop, a bank, a post-office, etc.

1. There are many *counters* at a post-office. For example, we have a counter where we can buy stamps, postcards, etc., another where we can get our letters registered, and still another from where we can send money-orders.

*postmaster* (n.). known word.

1. The person in charge of a post-office is called a *postmaster*.
2. In small villages in India, the postmaster's house is often the post-office.

*impatient* (adj.): opposite of *patient* (already taught).

1. The play did not begin on time and the boys became *impatient*. They shouted and clapped.
2. We got very impatient when we had waited at the bus-stop for half an hour and still no bus came.

Translate one of the sentences to ensure comprehension.

Teach also *impatiently* (adv):

1. The visitor's speech was long and dull, and the boys waited *impatiently* for its end.
2. "How long are you going to take to cook the food? The children are hungry," said Mrs. Das to the cook *impatiently*.

Translate one of the sentences to ensure comprehension.

*unnecessary* (adj.): not *necessary* (already taught).

Translate.

1. Ramesh often asked *unnecessary* questions in class and wasted everybody's time.

2. Raju had a fountain-pen but he wanted to buy another. His father said, "Two pens are unnecessary for you. One will do."

### COMPREHENSION QUESTIONS

1. What did Andy ask the postmaster to give him?
2. What did the postmaster want to know?
3. Why did Andy not answer the postmaster's question?
4. What did the postmaster think when Andy didn't answer his question?
5. What made the postmaster laugh?
6. What made Andy give out his master's name?

## SECTION III

### STRUCTURAL ITEM

#### Present Participle (in a participial phrase)

*Presentation.* Write the following pair of sentences on the b.b.

"Hurry up and post this letter," said Mr. John.  
He gave the servant a cover.

Now tell the pupils that these two sentences can be joined into one sentence and write the sentence on the b.b.

"Hurry up and post this letter," said Mr. John,  
giving the servant a cover.

Tell the pupils to note that the verb in the second sentence has been used in its *ing* form (present participle), and the subject of the sentence has been dropped.

Now ask them to combine the following pairs of sentences as shown above.

1. The boys marched to the parade ground.  
They were singing a song.
2. "I had a wonderful time at the party," said Mary.  
She ran to her mother.
3. "I am leaving," he said.  
He threw the letter on the table.

- 4 Three beggars came to the bus stop.  
They asked for money.
5. "It is my birthday today," she said.  
She gave me some sweets

Note that the present participles in all the sentences above refer to the action done by the subjects of the sentences. Below is an example of a sentence in which the present participle refers to an action done by the object of the sentence. Explain this to the pupils and work out the example on the b.b. thus:

I saw the thief.

He was running away.

I saw the thief running away.

Now ask the pupils to combine the following pairs of sentences as in the example given above.

1. My mother left the sari.  
The sari was drying out in the sun.
2. Ramesh was very happy when he heard the teacher.  
The teacher was praising him to the Principal.
3. Give this money to the beggar.  
The beggar is standing at the door.
4. I found my sister.  
She was hiding behind a tree.

## NEW WORDS

postage

*postage* (n.): the amount charged by the post-office for carrying letters, parcels, etc.

1. Don't send this parcel by post. It is very heavy and you will have to pay a lot of *postage*. Send it by railway parcel.
2. My friend wrote me a long letter but forgot to stamp it, so I had to pay double postage on it.

## COMPREHENSION QUESTIONS

1. Why did the postmaster ask Andy, "Is there anyone in town who knows you?"



2. Who told the postmaster who Andy was ?
3. What postage did Mr. Durfy have to pay ?
4. What postage was Andy asked to pay on Mr. Egan's letter ?
5. What did Andy think the postmaster was trying to do ?
6. What did Andy do in the end ?

## SECTION IV

### NEW WORDS

#### excuse

*excuse* (n.): a reason either true or not true for what one has done (especially when it has displeased somebody).

Translate.

1. Jeevan was often late for class but he was always ready with some clever *excuse*.
2. Mr. Kumar said he was very busy and could not see Mr. Singh, but it was only an *excuse*. He knew Mr. Singh came to ask for money and he didn't want to give it.

### COMPREHENSION QUESTIONS

1. Did Andy bring a letter for Mr. Egan ?
2. What reason did Andy give for not paying eleven pence postage ?
3. Was Mr. Egan's letter bigger than Mr. Durfy's ?
4. What did Mr. Egan order Andy to do ?

## SECTION V

### COMPREHENSION QUESTIONS

1. Do you think Andy really believed that his master would kill him ?
2. Why didn't the postmaster serve Andy at once ?
3. Andy did something at the counter when no one was looking. What did he do ?
4. What did Andy think he was doing when he brought away three letters and not one ?

## LESSON 6

# The Story of the Aeroplane — I

### SECTION I

#### STRUCTURAL ITEMS

##### a. Gerund (governed by a preposition)

*Presentation.* Work out this example:

*Write:* Mr. Sandow became strong and healthy.  
He did exercises everyday.

*Ask:* How did Mr. Sandow become strong and healthy?

*Write:* Mr. Sandow became strong and healthy by doing exercises everyday.

Now work out a second example:

*Write:* Mrs. Gupta earned a lot of money.  
She wrote books.

*Ask:* How did Mrs. Gupta earn a lot of money?

*Write:* Mrs. Gupta earned a lot of money by writing books.

Tell the pupils that *doing* and *writing* are gerunds governed by the preposition *by*.

Write the following pairs of sentences on the b.b.:

1. Ramesh made his little sister cry.  
He hid her dolls.

2. Jack broke his glasses.  
He dropped them on the floor.

3. You can learn a lot of geography.  
You should look at maps.

4. You can get a first class  
You should work hard.

Ask the pupils the following questions:

1. How did Ramesh make his little sister cry ?
2. How did Jack break his glasses ?
3. How can you learn a lot of geography ?
4. How can you get a first class ?

Get the pupils to say by way of answer.

1. Ramesh made his little sister cry by hiding her dolls.
2. Jack broke his glasses by dropping them on the floor
3. You can learn a lot of geography by looking at maps.
4. You can get a first class by working hard.

Deal similarly with sentences in which you have to ask the questions with *of what* and *for what*.

Here are some sentences in which the question is asked with *of what*:

1. He was quite sure.  
He was going to pass his examination in the first class.

T: What was he quite sure of ?

P: He was quite sure of passing his examination in the first class.

2. We got tired.

We waited for the bus for a long time.

T: What did we get tired of ?

P: We got tired of waiting for the bus for a long time.

3. Raju was thinking.

He wanted to join the medical college.

T: What was Raju thinking of doing ?

P: Raju was thinking of joining the medical college.

4. Mother and father were talking.

They wanted to go to Madras by car.

T: What were mother and father talking of doing ?

P: Mother and father were talking of going to Madras.

5. He was not sure.

He might get a plane ticket.

T: What was he not sure of doing ?

P: He was not sure of getting a plane ticket.

Here are some sentences in which the question with *for what* is asked.

1. Mrs. Singh gave the servant some money.  
She wanted him to pay some bills.

*T*: What did Mrs. Singh give the servant some money for?

*P*: Mrs. Singh gave the servant some money for paying some bills.

2. Gopal won a cup.  
He came first in the race.

*T*: What did Gopal win the cup for?

*P*: Gopal won the cup for coming first in the race.

3. Rama gave Krishna a present  
Krishna helped him with his English.

*T*: What did Rama give Krishna a present for?

*P*: Rama gave Krishna a present for helping him with his English.

4. Mohan was fined.  
He did not pay his fees in time.

*T*: What was Mohan fined for?

*P*: Mohan was fined for not paying his fees in time.

Now put the following pairs of sentences on the b.b. and ask the pupils to combine each pair into one sentence, using the prepositions given in brackets:

*Example.*     He read the book  
                  He saw the film first. (after)  
                  He read the book after seeing the film.

1. He was very happy.  
He heard that he had passed in the first class. (on)
2. He spoke.  
He did not think. (without)
3. He returned home.  
He had visited his friend. (after)
4. He read about America.  
He went abroad after that. (before)
5. He entered the room.  
He did not knock. (without)

6. The child began to cry.  
He saw a stranger. (on)
7. He asked his father's permission.  
He wanted to join the army. (for)
8. He got a job.  
He passed his B.A Examination first. (after)

### b. Present Participle (attributive)

*Presentation.* Tell the pupils that sometimes the present participle does the work of an adjective

Write the following examples on the b.b.

1. a *crying* child.
2. a *walking* doll.
3. a *moving* train.

Ask the pupils to fill in the blanks in the sentences below with the given present participles.

dying, moving, singing, smiling, flying

1. "What is a ——— fish, father?" Abdul asked.  
"Does it fly?"
2. He tried to jump off a ——— bus and hurt himself.
3. He took a photograph of the ——— child.
4. A canary is a ——— bird It has a very lovely voice.
5. He was very ill; they said that he looked like a ——— man.

### c. Past Participle (in participial phrases)

*Presentation.* Write the following pairs of sentences on the b.b.

I bought a lovely vase.  
The vase was made by hand.

Tell the pupils that these two sentences can be joined to form one sentence. Write on the b.b :

I bought a lovely vase made by hand.  
Tell the pupils that *made* is a past participle.

Now ask the pupils to join the following pairs of sentences into single sentences by using the past participle of the verb in the second sentence of each pair:

1. The prince was taken in a carriage.  
It was drawn by four white horses.
2. She wore a lovely necklace.  
It was made of pearls.
3. The play ended with the National Anthem.  
It was sung by all the students.
4. Have you seen the picture of Nehru?  
It was drawn by Gopal.
5. His father bought him a transistor.  
It was made in India.

**d. used to + verb**

*Presentation* Write these sentences on the b.b.:

1. *I used to live* in Delhi ten years ago. Now I live in Bombay.
2. When I was a child, I *used to eat* a lot of sweets. Now I don't like sweets.

Tell the pupils that *used to + verb* is used when we want to speak of an action repeated many times in the past, but no longer done in the present.

Ask the pupils to fill in the blanks in the following sentences with the phrases given below:

used to live, used to play, used to trouble, used to walk,  
used to be very thin

1. I ————— to school. Now my father takes me by car.
2. She ————— when she was younger. Now she weighs eighty kilos.
3. Mohan ————— football last year. Now he is more interested in cricket.
4. I laughed to hear that Ramesh, who ————— his teachers so much in class, is now a teacher himself!
5. His family ————— in Bombay. Now they live in Calcutta.

## NEW WORDS

attempt	flap
balloon	land
distance	melt
feather	succeed
gas	thrill
life	
wax	
wing	

*attempt* (n.): trying to do something (especially, something difficult).

Translate the explanation

1. In his *attempt* to save the child from drowning, the poor young man was himself drowned.
2. Captain Scott made a brave attempt to be the first man to reach the South Pole, but before he got there, another man, a Norwegian, had already reached it.
3. Tenzing reached the top of Mt. Everest in his second attempt.

*balloon* (n.): known word.

1. Children love to play with coloured *balloons*.
2. The balloons which are filled with hydrogen go high in the air because hydrogen is lighter than air.

*distance* (n.): space between two things or places.

1. The *distance* between this village and the nearest town is twenty miles.
2. I don't like to travel long distances by bus. I get very tired.

*feather* (n.)

Translate.

1. The canary is a small singing bird with yellow *feathers*.
2. Beautiful fans are made out of peacock feathers.

*gas* (n.): known word.

Hydrogen and oxygen are *gases*.

*life* (n.)

Give in the mother tongue the meaning as illustrated in both the sentences below.

1. He lost his *life* in a car accident.
2. *Life* is full of difficulties but we must face them bravely

*wax* (n.) · a substance made by bees (also manufactured).

Translate.

1. When the electricity failed last night, we used *wax* candles

Also teach *sealing wax*.

2. Please seal this envelope with a little *sealing wax*.

*wing* (n.)

Translate.

1. The feathers on a canary's *wings* are bright yellow.
2. The aeroplane met with an accident and one of its wings was broken.

*flap* (v.t. & i.) · to move, or cause to move, lightly up and down or to and fro.

1. The young bird was *flapping* its wings and trying to fly.
2. The clothes you have put out to dry are *flapping* in the breeze.

*land* (v.t. & i.): set down on land; to get down to land.

Translate.

1. The aeroplane from Madras *lands* at Palam at four o'clock.
2. The goods from the ship were *landed* very quickly and the ship steamed out without any delay.

*melt* (v.t. & i.): to become or cause to become liquid by heat.

Translate.

1. A little heat is enough to *melt* wax.
2. The ice in the thermos has *melted*.

*succeed* (v.t.): to gain one's purpose.

Translate the explanation.

1. After many years of hard work, Ronald Ross *succeeded* in finding out the cause of malaria.



2. We tried hard to win the match but we didn't succeed.

Translate these sentences to ensure comprehension.

*thrill* (v.t): to fill with a wave of emotion (especially joy, admiration, wonder, etc.) Explain this meaning in the mother tongue.

- 1 I was *thrilled* when I saw the rocket shooting up in the air.
2. I was thrilled when the Prime Minister shook hands with me.
3. It may be thrilling to drive a car very fast but it is not always safe.

### COMPREHENSION QUESTIONS

1. Why were people in old days thrilled when they saw an aeroplane in the sky?
2. How did the young man in the Greek story die?
3. What happened to the father in the Greek story?
4. Is it possible for men to fly by tying wings to their bodies and flapping them? Which sentence in the lesson gives you the answer to this question?

## SECTION II

### NEW WORDS

experiment (n.)	discover	adventurous
flight	glide	
glider	steer	
model		

*experiment* (n.). something that is done to find out facts

Translate. Refer to the experiments done in the science class.

- 1 We had a very interesting *experiment* shown to us in our science class today.
2. Scientists often have to do a number of experiments before they find out new things.

*flight* (n.): a journey made by flying through the air.

Translate.

1. I went to Delhi by aeroplane. It was my first *flight* and I was thrilled
2. When Tom went to Bombay by air he had an excellent lunch during the flight

*glider*: a kind of flying machine which has wings but no engine.

1. Before making flying machines with engines men made experiments with *gliders*.
2. In gliding clubs people fly in gliders for sport.

*model* (n.): representation of an object in three dimensions.

Translate. Show a model, e.g., a globe, a ship, etc

1. John's grandfather, who was once a ship's captain, has a *model* of his ship in his drawing-room.
2. In Agra, you can buy models of the Taj Mahal.

*discover* (v.t.): to find out (something) for the first time.

Translate.

1. Columbus *discovered* America in the year 1482.
2. Penicillin was discovered by Sir Alexander Fleming.
3. Newton, the great scientist, discovered many new laws in physics.

*glide* (v.i.): to move smoothly and easily without effort; to fly like a glider or like an aeroplane with the engine stopped.

Translate.

1. He dreamt that he jumped off a hill and *glided* smoothly down to the ground below.
2. The boat was gliding quietly over the smooth waters of the lake.
3. The engine failed but the pilot made the aeroplane *glide* safely down to the ground.

*steer* (v.t. & i.): to guide; to direct.

Translate.

1. The boatman *steered* the boat safely between the two rocks.
2. Before I learnt to drive my car, I used to sit by the side of the driver and watch him steer it.

*adventurous* (adj.): fond of, or full of dangerous or exciting happenings.

Explain this meaning in the mother tongue.

1. My cousin is an *adventurous* young man. Last year he travelled all the way from Delhi to Baghdad on a bicycle.
2. Mihir Sen made an *adventurous* swim across the Palk Straits. He was the first person to swim them.

### COMPREHENSION QUESTIONS

1. What did the men who went up in balloons discover?
2. Can balloons be steered?
3. Did Percy Pilcher succeed in making an engine to fit a glider?
4. Who first flew in an aeroplane?

## LESSON 7

# The Story of the Aeroplane — II

### SECTION I

#### STRUCTURAL ITEMS

##### a. Past Perfect Tense

*Notes.* The past perfect tense expresses an action in the past that was completed before some other action which was also in the past.

*Example.* When he left for England, he had already learnt English very well.

*Presentation.* Write this pair of sentences on the b.b.:

The play began at six-thirty.

We arrived at the theatre at six-forty.

*T:* What happened first?

*P:* The play began.

*T:* What happened later?

*P:* We arrived at the theatre.

Now tell the pupils that the two sentences on the b.b. can be joined thus:

When we arrived at the theatre, the play had begun.

Tell the pupils that *had begun* is in the past perfect tense.

Work out more examples on the b.b.:

The bell rang at ten.

He came into the classroom half-a-minute later.

*T:* What happened first?

*P:* The bell rang.

*T:* What happened later?

*P:* He came into the classroom.

*T*: Join the sentences using the past perfect and a *when* clause.

*P*: When he came into the classroom, the bell *had rung*.

Now rewrite these two examples on the b.b. using the word *already* or *just* and tell the pupils that they can use these words to add force to the meaning. Ask them to note the position of *already* and *just* between the two parts of the verb:

1. When we arrived at the theatre, the play *had already* begun.
2. When he came into the classroom, the bell *had just* rung.

Now ask the pupils to join the following pairs of sentences into single sentences as shown above. Ask them to underline the past perfect in each sentence thus formed:

1. The tram left (at 8 30). (Use *just*)  
I reached the station (at 8 31).
2. The sun set (at 6 30). (Use *already*.)  
We left the house (at 7).
3. She went to bed. (Use *just*)  
The telephone rang (a minute later).
4. The fire spread to all the rooms.  
Then the firemen arrived.
5. The ice-cream melted.  
Then she arrived home with it.

The pupils have already learnt reported speech. Tell them that when the reporting verb is in the past, the present perfect tense in direct speech is changed into the past perfect tense in indirect speech. Give the following examples

1. He said, "I *have written* the letter."  
He said that he *had written* the letter.
2. The teacher said to the boys, "Have you *copied* this sentence?"  
The teacher asked the boys if they *had copied* that sentence.
3. The boy said, "I *have already returned* the book."  
The boy said that he *had already returned* the book.

Ask the pupils to change the following direct statements and questions into indirect speech:

1. She said, "I have just written a letter to my mother."
  2. The teacher said to the boys, "Have you brought your textbooks?"
  3. The teacher said to John, "You have not answered this question correctly."
  4. The speaker said, "My party has always fought for justice."
  5. The manager said to the typist, "Have you typed the letter I gave you this morning?"
- The typist replied, "I have just finished typing it."

Ask the pupils to read sentences from the following table:

He	said	that	he had done his best and could do no more
	replied		
	knew		his teacher had taught English very well
	thought		
	felt		his mother had given him a gold watch
	told me/him/them		

'That' may be left out in these sentences, but it is always correct to use it. This is the safest pattern to teach for active use.

#### b. Past Participle (attributive)

Tell the pupils that, like the present participle, the past participle can also be used as an adjective. Write the following examples on the b.b.:

1. a *torn* dress (a dress that has been torn).
2. a *written* answer (an answer that has been written).
3. an *unswept* room (a room that has not been swept).

Translate the phrases to ensure comprehension.

Ask the pupils to fill in the blanks in the following sentences with the past participles given below

lost, untaught, frightened, unwashed, uncombed,  
broken, uninvited

1. The boys were asked questions on an ———— passage.
2. The child was playing with a ———— doll.
3. Don't come to class with ———— hair
4. There were two ———— guests at the party.
5. The poor dog had a ———— look about it.  
Some boys had thrown stones at him.
6. I found my ———— pen in his desk.
7. Mohini never wore an ———— sari.

### NEW WORDS

coast	assemble	interested
current	control	(skilful)
effect	stay	successful
experience		varying
mechanic		
nobody		
notes		
subject		
weather		
workshop		

*coast* (n.): the land along the edge of the sea.

Translate.

1. Fishermen who go fishing in the sea live in villages near the *coast*.
2. India is surrounded by the sea on three sides, so she has a long coast to guard.

*current* (n.): a running stream of water, air, gas, etc.

1. The boys went to swim in the river. There was a strong *current* and one of the boys was carried a hundred yards down the river before he was taken out of the water
2. Gliders sometimes fly long distances with the help of rising currents of air.

*effect* (n.): result of a known cause.

Translate the explanation.

1. The doctor's medicine had a good *effect* and he soon became well.
2. The Wright Brothers found that air currents had an effect on the flight of their machine.
3. The teacher gave Tom a good scolding for talking in class, but it had very little effect on him and he had to be sent out.

*experience* (n.): knowledge or skill gained by doing and seeing things.

Translate.

1. He is a well-read man but he has no *experience* of teaching.
2. He has travelled all over the world and has gained much experience of men and things.
3. "Have you had any experience in book-keeping?" the manager asked the young man who wanted a job.

*nobody*: already taught when teaching *everybody* in Lesson 2.

*notes* (n.): points, facts, etc. written down to remember (usually plural).

1. It was an interesting speech, so I have made some *notes* of it.
2. You should learn how to read a book and make notes of the important points in it. You will need this skill when you go to college.

*subject* (n.): known word.

1. Geography is a very interesting *subject* and very useful too.
2. What is the subject of your lecture?

*workshop* (n.): a room or a building in which work is done or things are manufactured.

1. He worked in a motor *workshop* and learnt to repair cars.
2. The Wright Brothers spent many hours in their workshop, improving their glider after its test flight.



*assemble* (v t.): to put together.

1. All the parts of the car are from abroad, but the car has been *assembled* in India.
2. My brother can take a radio to pieces and assemble it again.

*control* (v t.). hold in check.

Translate the explanation.

1. There were very strong currents in the air but the pilot was able to *control* his aeroplane.
2. He drove his car very fast, but was always able to control it very well.
3. She could not control her tears when she heard that she hadn't passed.

*interested* (adj.) taking an interest (in something).

Translate the explanation and one of the sentences below.

1. He is *interested* in joining the army but his parents want him to become a doctor.
2. Gopal was not interested in studies, but was interested in games.

*skilful* (adj.). having skill; able to do something well.

1. My brother is very *skilful* in drawing. He can draw very quickly and easily.
2. My driver, who has been with me for twenty years, is very skilful. We have never had an accident at any time all these years.
3. We don't have to send our car to a workshop for repairs. Our driver is a skilful mechanic.

*successful* (adj.): succeeding in what one wants to do or gain; doing well

1. He made a fine speech and was *successful* in gaining votes for his party.
2. He was a *successful* lawyer and a very rich man.

*varying* (adj.): changing.

1. We have been having *varying* weather during the last week. Sometimes it has rained heavily and sometimes we have had bright sunshine.

2. The plane passed over cities, rivers, mountains and forests. We enjoyed watching the varying scene below.

### COMPREHENSION QUESTIONS

1. What work did the Wright Brothers do in their workshop at first ?
2. What did their skill as mechanics help them to do later on ?
3. What made the brothers turn to flying ?
4. Why did they make a glider first ?
5. Where did they go for their test flight ?
6. What did they do when they returned to their workshop after their first test flight ?
7. What did they make notes on after their second test flight ?

### SECTION II

#### NEW WORDS

blade	amaze
landing	decide
motor	rotate
petrol	
propeller	
speed	
(strength)	
(tube)	
tunnel	

*blade* (n.)

Draw on the b.b. the propeller of an aeroplane (or show a picture) and point out the blades.

Teach also the blade of a knife, the blade of an electric fan, a blade of grass, etc.

*landing* (n.): the act of coming to or bringing to land.

1. The weather was very bad but the pilot, who was very skilful, made a safe *landing*.

2. Jeevan was going to fly to America. His friends came to see him off "A good voyage and a safe landing!" they said when he was about to get into the plane.

*motor* (n.): a machine or engine that supplies power.

1. I have an electric *motor* which pumps up water from the well in my garden.
2. A motor boat is a boat which is driven by a motor and not by sails.

*petrol* (n.): known word.

1. Motor cars are driven by *petrol*
2. We forgot to put enough petrol in the car and the car stopped on the way to the station.

*propeller* (n.). explained in the text.

*speed* (n.): known word.

Translate.

1. He drove his car at a *speed* of sixty miles an hour
2. Cars should be driven at a slow speed near schools.

*strength* (n) related to *strong*.

Translate.

1. I can't lift this heavy table; I don't have enough *strength* for it.
2. He hit the ball with all his strength and it went for six.
3. The river was in flood, and the boat was carried away by the strength of the current.

*tube* (n.): (Show the pupils a tube of metal, glass or rubber.)

*tunnel* (n.): a way underground or through mountains.

1. The train from Poona to Bombay passes through a number of *tunnels*.
2. The two soldiers escaped from the enemy's camp through a tunnel they had made in the ground.

*amaze* (v.t.): to fill with great surprise.

Translate.

1. The farmers in the little village were *amazed* to see the speed with which the machine ploughed the land.

2. We were amazed to hear of the little boy who could solve difficult problems in mathematics.

Teach also *amazing* (adj ).

We saw a little dog at the circus yesterday doing some *amazing* tricks.

*decide* (v.t. & i.): to make up one's mind.

Translate.

1. After talking it over among themselves, the boys *decided* to go to a lake ten miles away for their annual picnic
2. He has not yet *decided* what he will do after passing his M.A.

*rotate* (v.t. & i.): to move round an axis or centre.

Translate the explanation and demonstrate.

1. It was an old fan and it made a lot of noise when it *rotated* a little fast.
2. When the propeller of the aeroplane rotates very fast, we cannot see the blades.

## COMPREHENSION QUESTIONS

1. What did the Wright Brothers do when they were back in their home after their test flight in the glider?
2. How was their new glider better than the old?
3. What kind of motor did they fit into the new glider?
4. When were they able to fly their aeroplane?
5. How long did the first flight last?
6. Why were the villagers amazed?

## SECTION III

### NEW WORDS

(importance)	damage	modern	slightly
invention	honour		
reality	set up		

*importance* (n.): related to *important*.

Translate.

1. Character is very important. Perhaps it has more *importance* than any other thing in life.
2. In our Five Year Plans great importance has been given to the improvement of our agriculture.
3. His getting a job was of great importance to his family because they were poor and depended on him for their bread

*invention* (n.): thing invented; (also) inventing.

1. Edison is famous for his *inventions*. The electric lamp, the electric fan and the phonograph are some of his inventions.
2. Before the invention of printing, books were written by hand.

*reality* (n.) something real, not imagined, a fact.

1. Landing on the moon has been one of man's dreams but it will soon be a *reality*.
2. To the saints of all religions God is a living reality, not a being they only have heard about.

Teach also *really* (adv.) related to *real*.

1. The stars look like small points of light but *really* they are very big suns
2. Do you really think that my drawing is good or are you only trying to please me?

*damage* (v.t.): to make something less useful or unfit by doing harm to it; to spoil.

Translate the explanation

1. The crops were *damaged* by heavy rains.
2. A lorry hit his car and badly damaged it.

*honour* (v.t.): to show high respect to.

Translate the explanation.

1. The boys *honoured* their retiring Headmaster by holding a farewell meeting and by putting up his portrait in the school hall.
2. The Bible says, "Honour your father and mother."

*set up* (v.t.): to start (a business, shop, school, etc.).

1. There is no cloth shop in my village; I want to *set up* one there
2. The Government has set up a technical school in our town.

*modern* (adj.). of the present or recent times, not of an older period.

Translate.

1. We can produce more and better crops only by using *modern* methods of agriculture and not by using the old methods.
2. In the old days people took a long time to travel from place to place, but modern inventions like the motor car, the railway and the aeroplane have made travel easy and quick.

*slightly* (adj.): a little.

Translate.

1. Show me another blue cloth. This blue is *slightly* different from the blue I want.
2. My little sister fell off the first floor window but we were amazed and so relieved to find that she was only slightly hurt.

## COMPREHENSION QUESTIONS

1. How long did it take the Wright Brothers to build their new plane?
2. Was the American Government interested in buying their invention at first?
3. Why did Wilbur go to Europe?
4. What was Orville doing in America when Wilbur was in Europe?

Ask also Questions 12, 13 and 14 from Exercise I in the *Reader*.

## LESSON 8

# Raja Jaisingh

### SECTION I

#### STRUCTURAL ITEMS

##### a. Adjectival Clause (non-defining)

*Presentation* Write this sentence on the b.b.:

The boys *who came late* were asked to stay on after four.

Tell the pupils that the italicized adjectival clause answers the question *which boys* were asked to stay on; so it is called a defining or restrictive adjectival clause

Write the following second example on the b.b..

The books *that I gave you yesterday* should be returned to the library.

Say: Here is another example of a defining or restrictive adjectival clause. The italicized clause answers the question *which books* should be returned to the library.

Now write this sentence on the b.b.:

My mother, *who is seventy years old*, lives with her brother in Bombay.

Tell the pupils that the italicized adjectival clause in this sentence is different from the defining or restrictive adjectival clause. It is not meant to answer the question, *which mother*; it only tells you something more about *my mother*, viz., that she is seventy years old. Such an adjectival clause is a *non-defining* or *continuative adjectival clause*.

Now ask the pupils to note the commas separating the continuative adjectival clause from the rest of the sentence. If the commas were left out in the above sentence, the clause would

look like a defining adjectival clause and the meaning would appear nonsensical. The statement would mean that I have more than one mother and I am telling you which mother lives in Bombay!

Write one more example on the b.b..

Mohan would like to stay with his father, *who is at present in Delhi.*

Tell the pupils again that the italicized clause does not answer any *which* question. It just tells you something more about Mohan's father, i.e., that he is at present in Delhi.

Now write these two sentences on the b.b. :

1. The boys *who failed to pass the test* will have to do another, next week.
2. These boys, *who have failed to pass the test*, will have to do another, next week.

Tell the pupils that in the first sentence the italicized adjectival clause tells us *which boys* are to take the test again, so it is a *defining adjectival clause*. But in the second sentence the phrase *these boys* itself answers the question *which boys* are to take the test. The adjectival clause only gives additional information about *these boys*, i.e., that they failed to pass the test; so it is a *non-defining adjectival clause*.

Now ask the pupils to join the following pairs of sentences by making the second sentence in each pair the non-defining adjectival clause. Ask them to use either *who* (after persons) or *which* (after things). *That* is not used in a non-defining adjectival clause. Work the first sentence as an example on the blackboard.

*Example.* The house next door is for sale.  
I used to live in it.

The house next door, in which I used to live, is for sale.

1. Cricket is known as the king of games.  
It is a popular game in many countries.
2. Aunt Mary sent me a lovely present.  
She has always been very good to me.
3. Our school bus came very late today.  
It is usually on time.



4. I gave my green sari to my younger sister.  
I bought it only last month
5. He has given up playing tennis.  
He used to be so good at it.

### b. Adverbial Clause of Condition (with *if*)

Write the following sentence on the b b

*If it does not rain, our crops will fail.*

Translate. Underline the adverbial clause and tell the pupils that it is an *adverbial clause of condition* because it tells us under what condition or circumstances the crops will fail. If necessary, translate this explanation in the mother tongue to ensure comprehension.

Write this sentence on the b.b.:

*If Feroze comes late again, he will be fined.*

Tell the pupils that the italicized adverbial clause of condition tells us when or under what circumstances Feroze will be fined. Ask the pupils to note the comma after the clause. Also point out to them that the verb in the *if* clauses above is in the simple present and not in the future tense although the principal clause refers to what will happen in the future.

Now write the following table on the blackboard and ask the pupils to make meaningful sentences from it:

<i>Adverbial Clause of Condition</i>		<i>Principal Clause</i>	
If	you come late again	you will get a prize	
	the principal gives us a holiday tomorrow	please buy me a story-book	
	you don't take a taxi	we will go for a picnic	
	you want to give me a present for my birthday	you will be marked absent	
	you get more than 60 per cent marks	you won't reach the station in time for the train	

### c. Pronouns in *self* (emphatic)

**Presentation** Write this sentence on the b.b.:

I know Robert has the book. I *myself* gave it to him

Tell the pupils to note the word *myself* in the above sentence. It adds emphasis to the pronoun *I*. Explain this in the mother tongue.

Give two more examples

1. My teacher *himself* said that this answer is correct, so you can't say it's wrong.
  2. The boys are going to draw the maps *themselves*. They are not going to buy printed maps.
- Translate these sentences also for comprehension.

Now ask the pupils to fill in the blanks in the following sentences with the proper emphatic pronouns:

1. My mother made the cake ——— No one helped her.
2. You ——— should post this letter. Don't give it to the servant.
3. He ——— is to blame for the accident. He was driving very fast.
4. We ——— will speak to the Headmaster. You need not do so.
5. I ——— read the notice, so I am quite sure tomorrow is a holiday.
6. He ——— must decide what to do. Nobody can decide for him.

### NEW WORDS

advice	advise	certain	however	alongside
adventure	break in	engineering	still	
emperor	offer	skilled		
example				
fort				
fortifications				
horseman				
moat				
ruins				
tourist				

*advice* (n.): careful opinion about what to do, and how to behave, etc

Translate this explanation.

1. The doctor's *advice* was that the patient should be in bed for a whole week.
2. He thought that he was very clever and that he did not need anybody's advice.
3. "Let me give you a piece of advice. You should be more careful how you talk to people older than you," said Mr Das to his son

Teach also *advise* (v t.) to give advice.

Ask the pupils to note the spelling.

1. The doctor *advised* him to rest for a whole week.
2. The teacher advised Mohan to improve his hand-writing.
3. I advise you to be early for the football match or you will not get an entrance ticket.

*adventure* (n.): unusual happening, especially one that is thrilling and dangerous.

Translate the explanation.

1. In the early days of flying, travelling by air was a thrilling *adventure*
2. Gabar Singh is a hunter of wild animals. Every day of his life is an adventure.

*emperor* (n.): the ruler of an empire (i.e., a large state or a group of states under one ruler).

Translate.

1. In the past when the British ruled India, the King of England was also called the *Emperor* of India.
2. Ashoka and Akbar are famous emperors in Indian history.

*example* (n.): known word.

Translate.

1. If you study the *examples* in the arithmetic book carefully, you will be able to do the sums in the exercises easily.
2. The lion and the tiger are *examples* of wild animals.

*fort* (n.)

Translate.

Refer to some famous forts, such as Golconda Fort, Ahmednagar Fort, the Red Fort at Delhi or Agra, etc.

*fortifications* (n.). (usually plural). The walls, towers, moats, etc., built to protect a place against enemy attack.

Translate the explanation.

Refer to the *fortifications* of Golconda, Chittor, etc. The fortifications of Chittor were very strong, so the Mogul Emperor's soldiers could not get in. The place was taken in the end only by a trick.

*horseman* (n.) a rider on horseback, especially one who shows great skill in controlling a horse.

Emperor Shivaji was a skilled horseman. There is in our town a fine statue of him on horseback.

*moat* (n.): a deep wide ditch filled with water round a fort, a town, etc., as a protection against the enemy.

Translate.

1. You can see *moats* round old broken-down forts.

2. I saw a film in which the hero escaped from a fort by jumping into the moat and swimming across.

*ruins* (n.). (usually plural) Buildings, fortifications, etc., parts of which have fallen to pieces.

1. The place was built many hundred years ago and is now in *ruins*.

2. I saw the ruins of an old temple from the train. The temple was beautiful even in ruins.

*tourist* (n.): a person who travels for pleasure and to see places.

1. *Tourists* come to India from all over the world to see Kashmir and other beautiful places.

2. We would all like to visit the important places of the world as tourists, wouldn't we?

*break in* (v.t.): to *break in a horse* = to bring it under control and make it tame.

Translate the explanation.

1. His work is to *break in* wild horses.

2. Horses are broken in when they are about a year old

*offer* (v t. & i.) to say what one is willing to pay (for something)

1. My mother *offered* the new driver eighty rupees a month but he wanted a hundred.
- 2 The college has offered a prize to every student placed in the First Division.

*to offer to do something* to say that one is ready to do something

My cousin *offered to teach* me to play the *tabla*

*certain* (adj.) sure.

1. "We have a very strong team, we are *certain* to win the cup," said the captain to the Headmaster.
- 2 I was certain of my servant's honesty and I told the police this

*engineering* (n.) (here used as an adj.) the science of building; the skill and knowledge that an engineer has.

- 1 Great *engineering* skill is required to build a large dam.
- 2 "I am going to join the engineering college and learn to build strong bridges and dams for my country," said Suresh.

*skilled* (adj.): having or showing skill.

1. He was a *skilled* horseman and was able to ride any horse.
2. He was a skilled mechanic and repaired our car within an hour.

*still* (adv): even to this or that time.

1. I went to see my friend at nine o'clock in the morning but he was *still* sleeping !
2. Gopal is still in Britain. He will be coming back next year.

*alongside* (prep.) at or by the side of.

1. The gardner planted some beautiful roses *alongside* the wall of the garden.
2. Two horsemen rode alongside the President's carriage.

*however* (adv., conj.). all the same.

Translate.

1. He wanted to go to America after his B Sc. His parents, *however*, advised him to wait till he had passed his M.Sc.
2. "I am not going to give you any marks for this exercise. It is very badly done. *However*, if you do it again by tomorrow, I will mark it," said the teacher to Jeevan.

Translate the sentences. Point out the commas before and after the word *however*.

### COMPREHENSION QUESTIONS

1. How far is Gingee from Madras?
2. What do you have to cross to reach the fort on the top of the hill?
3. Is the fort in ruins?
4. Who was the last of the Rajput Rulers of Gingee?

Ask also Questions 3, 4 and 5 from Exercise I(a) in the *Reader*.

## SECTION II

### Verb + Noun + Past Participle

*Notes.* Note these sentences:

1. Mohan got the letter typed.
2. I found the house locked.

In these sentences (a) the verbs following the objects have a passive meaning; (b) the form of the verbs is the past participle and not the simple past; (c) the past participle occupies the same position in the sentence as the adjective in the sentence, *I found him happy*; (d) the verb in the main sentence can be a causative verb such as *get*, *have* and *keep*, a verb of perception such as *find*, *see* or *hear*; or such a verb as *leave* which may be one or the other.

*Presentation*

*Causative verbs*

Write sentence no. 1 on the b.b. and say.

Did Mohan type the letter himself ?

No, he didn't. The letter was typed by some other person

Mohan got it typed (by some other person)

Now write the following sentence on the b.b.

John had his books bound.

Now say. Did John bind his books himself ?

No, he didn't. The books were bound by some other person

John had his books bound

Give the same type of drill with the following sentences:

Mrs. Das had the food sent to the children.

My brother will get the letter posted

His father will get his car repaired tomorrow.

They had the question papers printed in a week.

*Verbs of perception*

Write the following pair of sentences on the b.b.

The house was locked.

He found it so.

Tell the pupils that these two sentences can be combined into one sentence thus:

He found the house locked. (b.b.)

Give another example on the b.b.:

The lamps were being lighted.

He saw this.

He saw the lamps being lighted.

Now ask the pupils to combine the following pairs of sentences as shown above:

1. The money was locked up.

He found it so.

2. The doors were being shut.

My brother saw this.

3. Her name was called.

Mary heard it.

4. The poem was read aloud.  
The pupils heard it.

*Verbs like leave and kept*

Ask the pupils to combine the following pairs of sentences in the same way as they did the ones before (Do the two examples on the b.b.)

*Example.* His room was locked.  
He kept it so  
He kept his room locked.

*Example.* The picture was covered.  
He left it so.  
He left the picture covered.

1. Her trunk was unlocked.  
She kept it so.
2. Raju's work was unfinished.  
He left it so.
3. His windows were closed.  
He kept them so.
4. The milk was uncovered.  
The servant left it so.

## NEW WORDS

(safety)	determine	(certainly)
	release	

*safety* (n.) (related to the adj. *safe*)· being free from danger.

1. The rules of the road are made for the *safety* of all.
2. He put all his silver in a box and left the box for safety with a friend.

*determine* (v i.): to decide very strongly in one's mind to do something.

1. He *determined* to get the first place in the examination and by hard work succeeded in doing so
2. Robert Bruce was determined to get back his kingdom from his enemies and he succeeded after many attempts.



*release* (v.t.) to set free.

1. The little boy caught a bird and put it in a cage. His mother said, "Poor bird! *Release* it. You shouldn't put birds in cages."
2. The magistrate agreed to release the young boy if he promised never to steal again.

*certainly* (adv.) (related to the adj. *certain*). surely; (also a polite way of saying 'yes' to a request).

1. "I am sorry I haven't finished my homework. I'll *certainly* complete it at lunch time," said the boy to the teacher.
2. "Would you kindly explain this passage to me?" said Mohan. "Certainly," said his teacher.

## COMPREHENSION QUESTIONS

1. What did Jaisingh determine to do?
2. What did his mother fear?

Ask also Questions 6 and 7 from Exercise I(a) in the *Reader*.

## SECTION III

### STRUCTURAL ITEM

#### Adverbial Clause of Time (with *as*)

*Presentation.* Write the following sentences on the b.b.

1. *As I stood looking at the stars*, I saw a bright object falling from the sky.
2. *As he was talking*, the bell rang.

Tell the pupils that the italicized parts of the two sentences on the b.b. are adverbial clauses of time. They answer the question, *when*? Ask

*T:* When did I see the bright object falling?

*P:* As I stood looking at the stars.

*T:* When did the bell ring?

*P:* As he was talking.

Ask the pupils to note the comma separating the adverbial clause from the principal clause. Tell them this is because the adverbial clause comes first. There is no comma if we say:

The bell rang as we were talking.

Write the table given below on the b.b. and ask the pupils to make sentences from it to match the following clues:

1. I couldn't read any more.
2. There was a big crowd at the bus stop
3. The boy was hurt.
4. The thief could not escape.
5. We enjoyed not only the tea but the music as well.

<i>Adverbial Clause of Time</i>			<i>Principal Clause</i>
1.	As	I began to read	people at the bus stop
2.		the bus slowed down	rushed towards it
3.		the boy was crossing the road	a policeman caught him
4.		the thief ran out of the house	some girls went on the stage and sang
5.		we were having our tea	the lights went off
			he was knocked down by a bicycle

## NEW WORDS

congratulations	delight	wildly
moment	salute	
rank	spring	
reins		

*congratulations* (n.): (usually plural) saying how happy one is at the success or good fortune of another.

1. My father sent me his *congratulations* on my passing the B.A. examination in the first class.
2. He received the congratulations of all his friends when he was made captain of the school team.

*moment* (n.): a very short period of time; a point of time.

Translate.

1. "Please wait just a little. I'll be ready in a *moment*."
2. I saw the shooting star for just one moment, the next moment it was not there.
3. The moment she saw the house on fire she cried out for help.

*rank* (n): place or position in a special group.

Translate the explanation.

1. The commander of the army raised the soldier to the *rank* of captain for his bravery
2. "What is your rank in class?" asked the Headmaster. "Third, sir," said the boy.

*reins* (n.)

Translate.

Show a picture of a horse with reins and point out the reins.

*delight* (v.t.): to please greatly.

1. She *delighted* the audience with her singing.
2. He was delighted to meet his old friends at the party.
3. The little girl was delighted to receive a beautiful doll on her birthday.

*salute* (v.t.): known word.

1. A soldier *salutes* his captain before and after speaking to him.
2. The guard saluted the officer as he entered the gate.

*sprung* (v.i.): to jump quickly.

1. The cat *sprang* on the mouse and caught it.
2. When we returned home late at night, we found a thief in the bedroom. My brother sprang on him and threw him to the floor.

*wildly* (adv.): in a greatly excited manner.

Translate the explanation.

1. The mad man began to laugh *wildly*.
2. He waved his hands wildly and ran towards the house shouting, "Fire! Fire!"

## COMPREHENSION QUESTIONS

1. What did the horse do when Jaisingh went towards it?

Ask also Questions 8 and 9 from Exercise I(a) in the *Reader*.

## SECTION IV

### NEW WORDS

battle	accept	annual
(decision)	avoid	
honour	demand	

*battle* (n.): a great fight between armies, warships, etc.

1. Napoleon was finally defeated at the *battle* of Waterloo.
2. There was a great change in Ashoka after the battle of Kalinga. He decided never to go to war again.

*decision* (n.): related to the verb *to decide*; the act of deciding; what one has decided; being able to decide quickly and holding on to what one has decided.

1. He always makes his *decisions* after much thought.
2. Ramesh decided to become a pilot. His parents thought that flying was unsafe but he stuck to his *decision*.
3. He was a man of *decision*. He made clear and quick decisions and stuck to them.

*honour* (n.): good name for courage, truthfulness, self-respect, etc.; the high respect that one receives or earns.

Translate the explanation.

1. Kumar's father died before he could pay back the money he had borrowed from a friend. Kumar

felt that, to save his father's *honour*, he must repay the money.

2. He was a learned man and was shown great *honour* wherever he went.

*accept* (v.t.): to agree to take something given or offered (e.g., a present, a piece of advice, an answer, an excuse, etc.).

Translate

1. The servant stayed away for four days and gave some silly excuse. My mother refused to *accept* the excuse and cut his pay.
2. His friend wanted to give him a gold watch, but he felt that he should not accept such a costly present.

*avoid* (v.t.): to keep away from.

1. He forgot to bring the book he had promised his friend, so he tried to *avoid* him the whole day.
2. Mohan was very lazy and avoided doing any kind of work.

*demand* (v.t.). to ask as of right; to ask for boldly.

Translate the explanation.

1. Little Raju loudly *demand*ed another piece of cake. His mother, however, told him that he should not demand it but say 'please' and ask for it nicely.
2. The servant was rude and his master asked him to leave at once, but the servant demanded a month's pay if he was to leave.
3. The Nawab of Arcot demanded tribute from Jaisingh but Jaisingh was an independent ruler and so he refused to pay it.

*annual* (adj.): yearly.

1. Our *annual* examinations begin on Monday.
2. The cricket match between the teachers and the senior students is an annual event in our school.

## COMPREHENSION QUESTIONS

1. To whom had the Rajas of Gingee paid an annual tribute?
2. What happened when Jaisingh refused to pay the tribute?

3. Why did Jaisingh's ministers advise him not to fight the Nawab?
4. Why was Jaisingh determined to fight?

## SECTION V

## NEW WORDS

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bride	hurry
ceremony	
courage	
farewell	
friendship	
midst	

*bride* (n.): a woman on her wedding day; a newly married woman.

Translate.

1. Among the Muslims the *bride* usually wears red clothes on her wedding day, and among Christians, white
2. The bride received many lovely presents on her wedding day.

*ceremony* (n.)

Translate.

1. The guests at the wedding *ceremony* were each given a coconut and some flowers before they left.
2. In the old days wedding ceremonies used to go on for several days, but nowadays they are usually shorter.

*courage* (n.) the quality of being brave and facing danger, difficulty, etc., without fear

1. Porus fought with great *courage* against Alexander but was defeated in the end. Alexander, however, was pleased with his courage and gave him back his kingdom.
2. The wild elephant rushed towards the children playing on the road, but, with great courage, a young man with a gun went in front of it and shot it.

*farewell* (n). taking leave, saying good-bye. Also used as an adjective, e.g., farewell speech, farewell party, etc.

- 1 We went to the station to say *farewell* to our friend who was going to Bombay to take up a new job
- 2 When the Headmaster was retiring, the boys gave him a farewell dinner and a fine present.

*friendship* (n.) the feeling that there is between friends.

Translate.

- 1 A well-known example of *friendship* is the friendship between Ram and Sugriv in the *Ramayana*.
2. Our country wants peace and friendship with all other countries in the world.

*midst* (n.): the middle part, used in the phrase *in/into/from the midst of*.

- 1 The two professors were *in the midst of* a serious talk, so they did not hear the lunch bell.
- 2 I found myself in the midst of a thick crowd and could not get out quickly.

*hurry* (v.i. & t.): to move or act with great haste and speed; to make someone act with haste and speed.

Translate the explanation.

1. When he heard that his friend was in hospital, he *hurried* there to see him.
- 2 There were only five minutes left for his lecture, so he hurried to the college without taking his breakfast
3. He *hurried* the boys to finish their work. There was only five minutes left for the lunch bell to ring.

## COMPREHENSION QUESTIONS

1. Who was Mohammed Khan ?
2. What was he doing when he heard that the Nawab was going to war with Jaisingh ?
3. What advice did he give Jaisingh ?
4. Why didn't Jaisingh take the advice ?

## SECTION VI

## NEW WORDS

sorrow      march      fierce      towards      fiercely

*sorrow* (n.) deep sadness.

Translate.

1. He was filled with great *sorrow* when he heard the news of his friend's death in a road accident.
2. Life is never the same; sometimes it brings joy and sometimes it brings *sorrow*.

*march* (v.t. & i.)

Refer to soldiers, policemen, etc., *marching*.

1. The N.C.C. students *marched* past the National Flag and saluted it.
2. I like to watch soldiers marching on parade.

*fierce* (adj.): wild and cruel; marked by great use of force

Translate the explanations.

1. My neighbour has a *fierce* dog. He keeps it tied up during the day because visitors are afraid of it.
2. The captain had a *fierce* look but he was really a gentle and kind man
3. The battle was *fierce* and bloody and thousands of soldiers died on either side.

Teach also *fiercely* (adv.).

1. The wind blew *fiercely* all night and there was rain and thunder. In the morning we found that several big trees along the road had fallen.
2. The thief fought *fiercely* with the policeman and escaped.

*towards* (prep.): in the direction of; just before or near.

1. Mecca, the holy place of Muslims, is to the west of India, so Muslims turn *towards* the west when they say their prayers.
2. He had high temperature most of the day but *towards* evening he was much better.



## COMPREHENSION QUESTIONS

1. How did Jaisingh give courage to his men ?
2. Why was it an unequal battle ?
3. What did Jaisingh keep doing even when the best part of his army was lost ?
4. What happened to Jaisingh's horse ?

Ask also Questions 7-9 from Exercise I(b) in the *Reader*.

## LESSON 9

# Abraham Lincoln

### SECTION I

#### STRUCTURAL ITEMS

##### a. Adverbial Clause of Reason (with *because*, for revision)

*Presentation* Write this sentence on the b.b.:

John couldn't come to school *because he was ill*.

Remind the pupils that in this sentence the italicized clause is an adverbial clause of reason. It answers the question, *why*.

*T*: Why couldn't John come to school?

*P*: He couldn't come to school because he was ill.

Write two more sentences on the b.b..

1 Ram can help Suresh because he has finished his own work.

2. The servant could not lift the box because it was too heavy.

*T*: Why can Ram help Suresh?

*P*: He can help Suresh because he has finished his own work.

*T*: Why couldn't the servant lift the box?

*P*: He couldn't lift the box because it was too heavy.

Ask the pupils to combine the following pairs of sentences by using *because* and to underline the adverbial clause.

1. The game was stopped.

It rained.

2 Don't come to see my father this evening.

He is going out.

3. I liked the film.

It had an interesting story.

- 4 The little boy went on crying.  
His mother refused to give him any more cake.
5. My brother was very angry with the cook  
She had burnt the cake.

### b. Adverbial Clause of Concession (with *though/although*)

*Presentation* Write this sentence on the b.b

He was very ill, still he was cheerful.

Tell the pupils that this can be expressed in another way, thus:

*Though/although he was very ill, he was cheerful*

Also tell them that the italicized clause is an adverbial clause of concession. Point out the comma separating it from the principal clause because it comes before the principal clause.

Now ask the pupils to rewrite the sentences given below, using *though/although*, and underlining the adverbial clause

1. He is only thirteen years old, still he has passed the matriculation examination
2. My pen is a very cheap one, still it gives me good service.
- 3 My servant is lazy; still I keep him because of his honesty.
4. She was very tired; still she kept working.
5. I have read this poem four or five times, still I can't understand it.

### NEW WORDS

biography	borrow	humble	completely
character		moving	
freedom			
idea			
job			
million			
president			
quality			
slave			
slavery			

*biography* (n.). the written story of a real person's life.

1. One of the most famous *biographies* in English is  
*The Life of Samuel Johnson* by James Boswell.

2. He liked reading books of travel and biographies of great men.
3. A biography of Nehru has been written by a Canadian professor.

*character* (n.): a man's qualities taken together.

1. We can judge a man's *character* by his words and actions.
2. The young man had a fine *character*. He was honest, hardworking, cheerful, and always ready to help others.

*freedom* (n.): being free.

Translate.

1. India fought for her *freedom* for many years before she finally gained it in 1947.
2. In a free country every man has freedom to say what he thinks of public matters.

*idea* (n.): a thought; a picture in the mind.

1. The *idea* of becoming a doctor came to him when he read the biography of a famous doctor called Lister.
2. A person who is blind from birth can have no idea of what night and day are like.

*job* (n.): a piece of work

1. Raju was given the *job* of cleaning the blackboard every morning before class.
2. Shyam earned his school fees by doing little jobs for his neighbours.

*president* (n.): known word.

Translate.

Talk about the President of America. Talk about the President of India. Talk about a republic, explaining that it is a form of government of which the head is the President who is elected by the people. Talk also about the president of an association, a club, etc.

*quality* (n.) the value or worth or nature of a thing.

*qualities* = the things that make up a person's nature.

Translate the word in the two meanings in which it has been used below

1. The paper in this notebook is of poor *quality*. I can write only on one side if I use ink.
2. He has many good *qualities* such as speaking the truth, working hard and readily helping others.

*slave* (n.): a person who is owned by another.

Translate.

Tell the pupils that slavery (the system of owning slaves) has now been done away with. In the past, however, in many parts of the world there were slaves.

*Example* In America there were millions of negro slaves. The slave had no rights and had always to obey his master.

Here are two examples of the way we use the word *slave*.

- 1 Don't order me about; I am not your *slave*.
2. You must not be a *slave* to your habits. You must be free.

*slavery* (n.): related to *slave*; the condition of being a slave, the system of keeping slaves.

1. In olden days soldiers who were taken in battle were sometimes sold into *slavery*.
2. Slavery was a very cruel system. Abraham Lincoln hated it and got rid of it when he became President of America.

*borrow* (v.t.): to get something (or the use of something) from somebody else for a time.

Translate.

1. He had to *borrow* a large sum of money from his friend for his daughter's wedding.
2. May I *borrow* your car for an hour?

*humble* (adj.): unimportant; poor, low in position.

Translate the explanation.

1. "This job may be *humble*, but I would advise you to take it up. I feel it will lead to better things," said the Principal to the young man.
2. We are not rich and important and ours is a *humble* home, but we all love it.

*moving* (adj.): arousing one's feelings and emotions.

Translate this explanation.

1. The story of the film was very *moving* and my sister began to shed tears when the hero was sent to jail.
2. The Principal made a *moving* speech at his farewell meeting.

*completely* (adv.): fully, in every way.

1. There were heavy rains and the crops were *completely* spoilt.
2. I *completely* agree with all that you have said.

## COMPREHENSION QUESTIONS

1. Who was Abraham Lincoln?
2. How did he help the negroes?
3. Why was he not able to go to school?
4. What happened to the book he borrowed?
5. How did he make good the cost of the book?

## SECTION II

### NEW WORDS

axe	split
dollar	
law	
(lawyer)	
matter	
store	

*axe* (n.)

Translate.

Draw or show a picture of an axe or, better still, a man chopping wood with an axe.

*dollar* (n.) : a unit of money in the United States, Canada and some other countries.

Tell the pupils that there are one hundred cents in a dollar. Write on the blackboard the dollar sign, \$

Tell the pupils that nowadays the dollar is worth about Rs. 7 50.

*lawyer* (n.) : one who has studied law and practises it

Translate.

Teach also *law* (n.) known word

1. He got a degree in *law*, but didn't become a *lawyer*.  
He became a lecturer in a law college.
2. The income-tax laws are sometimes difficult to follow and you have to go to a lawyer for help.

*matter* (n.) : *What is the matter?* = What has happened? or What is the trouble?

1. Mr. Shah saw his little daughter crying "What is the *matter*?" he asked. "Why are you crying?"
2. "Suresh hasn't come to school for two days now. Do you know what the *matter* is?" asked the teacher.

*store* (n.) : (here, a shop selling many kinds of goods)

1. "Go to the *store* and get me a dozen eggs, a pound of butter and some needles," said Mrs. Singh to her daughter.
2. Mr. Ramdas had a big *store* where he sold all kinds of things from articles of food to ready-made clothes and furniture.

*split* (v.t. & i.) : to break or cut something from end to end; to break into two or more parts.

1. "If you *split* this firewood for me, I will give you some food to eat," said the lady of the house to the beggar.
2. The boat hit a rock and *split* into two.

## COMPREHENSION QUESTIONS

1. Why was the man splitting logs of wood outside Lincoln's store?

2. Why did Lincoln feel sorry for him ?
3. How did he help him ?
4. Why was the little girl crying ?
5. How did Lincoln help her ?

### SECTION III

#### NEW WORDS

cash	agree
clerk	close
client	polish
joke	satisfy
(justice)	weigh
pound	

*cash* (n.): money in the form of coins or notes and not cheques, etc.

1. In most shops we have to pay in *cash*. The shop-keeper doesn't accept cheques.

2. He carried all the money he needed in cash when he went to his village. There was no bank there.

*cash down* = making payment at once for goods received. I am ready to sell my bicycle for Rs. 200.00

*cash down*.

*clerk* (n.): known word. If not, translate.

*client* (n.): a person who gets help or advice, especially from a lawyer; a customer at a shop.

1. He had a lot of *clients* because he was a very clever lawyer.

2. Mr. George is a clever young lawyer but he hasn't got many clients because he is not very well known yet.

*joke* (n.): something that is said or done which makes people laugh.

1. The boys liked their new teacher because he always told them a *joke* every morning.

2. John gets a children's weekly which has a page of jokes and that's the first thing he reads when it comes.

a *practical joke* = a trick played on someone for fun.



*justice* (n.)· related to adj. *just*.

Translate.

1. One of the workers at the mill was dismissed for something he didn't do. The other workers went to the manager and said, "We want *justice*. You are wrong in dismissing him without proof."
2. Dharmaputra in the *Mahabharata* was famous for the justice with which he treated even his enemies.
3. "I did you no wrong. Why did you shoot me? This is not justice," said Bali to Sri Rama when he had been shot with an arrow by Rama and was about to die.

*pound* (n.): a measure of weight (known word), a little less than half a kilo

The lady asked the shopkeeper to give her half a *pound* of butter and a pound of rice.

*agree* (v.t. & i.)· to say 'yes' to what someone says or thinks, or wants to be done.

1. The workers *agreed* to stop the strike.
2. I *agree* that this novel is not interesting.

Translate the above sentences.

*close* (v.t. & i.): to shut or become shut.

1. Banks are *closed* on Sundays.
2. He closed the door and opened the windows.
3. Most schools in India *close* towards the end of April for the summer holidays.

*polish* (v.t.)· to make or become smooth and shiny by rubbing.

1. Mrs. Lal was having a dinner party, so she told her servant, "*Polish* the dining table. I want to see it shine brightly under the electric lights."
2. I *polish* my shoes myself every day.

*satisfy* (v.t.): to please; to fulfil a wish, need, hope, etc.

Translate.

1. "I am not *satisfied* with your exercise. Please do it again," said the teacher to the pupil.
2. The servant was not *satisfied* with his salary; so he wanted to find another job.

3. After redrawing his map the third time Ram was at last *satisfied* with it.

*weigh* (v.t. & i). to find out how heavy something is by using scales or in some other way; to have a specified weight.

Translate the explanations. Teach also *weight* (n.).

1. I asked the shopkeeper to *weigh* a pound of sugar for me.
2. My mother did not think that the vegetable seller had weighed the vegetables correctly. When she returned home she weighed them again and sure enough, she found them less than the correct *weight*.
3. This parcel *weighs* three kilos.

### COMPREHENSION QUESTIONS

1. Why did the poor man refuse to pay the sum of two and a half dollars?
2. What did Lincoln do with the ten dollars that he took from his rich client?
3. What did Lincoln do when he found out that he had given the woman only half a pound of tea?
4. What kind of cases did Lincoln refuse to take up?

### SECTION IV

#### NEW WORDS

company	promise
duty	struggle
message	
prisoner	

*company* (n.): being together with a number of people; persons with whom one spends one's time.

1. Can you give me the pleasure of your *company* at dinner tonight?
2. I will come with you to the library to keep you company.

3. My grandfather is old in years but young in spirits and enjoys the company of young people.

*To keep good/bad company* = to spend one's time habitually with good/bad persons.

*duty* (n.) · work that one should do or has to do.

*to be on duty* = to be doing one's duty.

1. The *duty* of an army is to guard the country against its enemies.
2. A judge's *duty* is to see that everyone gets justice.
3. A nurse in a hospital has to wear a uniform when she is *on duty*.
4. I am on duty from ten to four. I can see you only after four o'clock.

*message* (n.) · a piece of news, information, a request, etc., sent from one person to another

Translate the explanation.

1. I sent a *message* to my friend that I would go and see him that evening.
2. Please give the doctor the *message* that my brother has temperature and I want him to come and see him.
3. He received a telephone *message* from his friend that the picnic party was leaving in an hour.

*prisoner* (n.): a person kept in prison or held by others (policemen, enemies, etc.)

1. The *prisoners* were made to work hard and given very poor food.
2. The *prisoner* was brought before the court after three days in jail.

Teach also the phrases *keep prisoner* and *take prisoner*.  
A hundred thousand soldiers were *taken prisoner* in the Kalinga War.

*promise* (v.t. & i.) · to give one's word to someone to do or not to do something, or to say that one will give something to someone.

Translate.

1. Gandhiji *promised* his mother that he would not eat meat when he was in England.

2. I can't go with you to the film this evening, I have promised to take my little sister to the zoo.

3. Raju's father promised him a watch for his birthday.

Teach also *promise* (n.)

You promised to return my money last week, but you haven't kept your *promise*.

*struggle* (v.): make a violent effort to get free or to escape being held.

Translate the explanation.

1. The thief *struggled* to free himself from the policeman's hands, but he didn't succeed.

2. The lion was caught in the net and though it struggled hard, it could not get free.

## COMPREHENSION QUESTIONS

1. What did Lincoln's friends mean by saying, "You are dressed for the job?"
2. How did Lincoln get the pig out of the hole?
3. What happened to his clothes?
4. Why was the young soldier to be shot?
5. Why did Lincoln pardon the young soldier?
6. What did Lincoln ask from the soldier in payment for his freedom?

## SECTION V

### NEW WORDS

cease-fire

destroy

*cease-fire* (n.): the end of firing in war, i.e., the stopping of fighting.

1. When the *cease-fire* was ordered, people on both sides felt happy that the long war had ended.

2. After the *cease-fire* the commanders of the two armies met to talk about the peace.

*destroy* (v.): to put an end to some person or something by killing, tearing, breaking to pieces, burning, etc.

Translate.

1. The Nawab's army *destroyed* the army of Jaisingh.

2. The enemy destroyed two of our bridges by bombing them.
3. After reading the secret letter he destroyed it.
4. The fire completely destroyed the house.

## COMPREHENSION QUESTIONS

1. How do we know that Lincoln had no hatred or anger against the enemy?
2. What did Lincoln mean when he said, "Do I not destroy my enemies when I make them my friends?"
3. What orders did Lincoln give his officers after the cease-fire?
4. How did Lincoln die?

## LESSON 10

# The Rule of the Road

### SECTION I

#### STRUCTURAL ITEMS

##### a. Adverbial Clause (with *where*)

*Presentation* Write this sentence on the b.b..

I didn't find the book *where I left it*.

Translate the sentence for comprehension. Tell the pupils that the italicized adverbial clause with *where* refers to the place at which the book had been left. Such clauses come usually after the principal clauses.

Now ask the pupils to make meaningful sentences from Table A by making use of the clues given under B:

#### A

<i>Principal Clause</i>		<i>Adverbial Clause</i>	
1.	I like to live		many people passed by
2.	The accident took place		you came from
3.	I must have dropped my pen	where	the climate is cool
4.	The beggar sat		I was playing
5.	Go back		the four roads met

#### B

1. It should not be hot there.
2. Vehicles come here from all sides.
3. I was in the playground.
4. He hoped to get more money there.
5. Return to the same place.

Now write this sentence on the b.b.

*Where the government is not good*, the people will not be happy.

Tell the pupils that the italicized part of this sentence is an example of another kind of adverbial clause with *where*. It expresses a condition or a circumstance and can be rewritten as an adverbial clause with *if/when*, thus

If/when the government is not strong, the country is not happy

A clause of this type usually comes before the principal clause and is marked off by a comma

Give the following additional examples of sentences with the above type of *where* clause and translate them to ensure comprehension

1. Where there is smoke, there is fire
2. Where there is low rainfall, only few crops can be grown
3. Where the work is done too quickly, it is often done badly
4. Where there is demand, there is supply.

## **b. Ought to + Verb**

*Presentation.* Write the sentences on the b.b.:

1. Students *ought to come* in time for school every day.
2. We *ought not to break* the laws of the country.

Translate these sentences into the mother tongue so that the pupils may understand the force of *ought to*, which is similar to that of *should* but often a little stronger in meaning.

Now ask the pupils to fill in the blanks in the following sentences with the phrases given below:

Ought not to drive, ought to look after, ought to become, ought to bring, ought to continue.

1. You ——— your homework every day and not make silly excuses every time you are asked for it.
2. He ——— his old parents, but he doesn't.

3. You have got a first class in the B.Sc. You —— your studies and not think of taking up a job now.
4. Motorists —— very fast near schools. Children may be about.
5. Raj —— a doctor. He shows so much interest in taking care of sick people.

## NEW WORDS

(argument)	act	of course
convenience	argue	suddenly
gramophone	broadcast	
loudspeaker	disobey	
purpose	force	
right	interfere	
	object	
	realize	
	spin	

*convenience* (n.): ease, advantage, freedom from difficulty.

Translate the explanation.

1. There are benches at bus stops for the *convenience* of people waiting for buses.
2. Public telephones are for the convenience of those who do not have their own telephones
3. You can return the book to me any time next week at your convenience. I am in no hurry for it.

Teach also *convenient* (adj.).

Translate.

1. "Will it be *convenient* for you if I come and see you at eleven o'clock tomorrow?" said Mrs. Das to her neighbour.
2. I have put my radio near my bed. That is a convenient place for it because I can turn it on or off, lying in bed.

*gramophone* (n.): known word.

*loudspeaker* (n.): known word.



*purpose* (n): one's aim in doing something; what one has in mind to do or to get.

Translate.

1. The *purpose* of education is the training and improvement of a person's mind and character.
2. The purpose of traffic rules is the safety and convenience of everybody using the road.

Teach also *on purpose* in a planned or thought-out manner, and not by chance or accident

Translate the explanation.

1. He stayed away from school *on purpose* because he did not want to take the test
2. A boy pointed out a mistake in the sentence the teacher had written on the blackboard "Well done!" said the teacher. "I made the mistake on purpose. I wanted to see if any of you could find it out."

*right* (n): a just claim, something that one is entitled to.

Translate the explanation.

1. In India all men and women above twenty-one have the *right* to vote
  2. "You have no right to take my pencil without asking me," said Mary to her brother
- right of way* = the right to pass through first.

*act* (v.i.). to behave in a certain way, to do (something) or to work (as).

Translate the explanations or the sentences below:

1. When we are angry, we sometimes *act* in a very foolish manner.
2. Many students *acted* as ticket-sellers at the Charity Show.

*argue* (v.t. & i.): to give reasons for or against an opinion or an action.

Translate the explanation.

1. He *argued* that village life was better than town life.
2. It was a difficult case but the lawyer *argued* cleverly and won it.

Teach also *argument* (n) arguing; the reason or reasons given in arguing.

1. Ramesh and Dilip decided to go to a film, but each wanted to see a different film. Their *argument* lasted for over an hour and then it was too late to go.
2. Raju's *argument* was that he should not be fined for bringing his fees one day late, because the day before was a Sunday.

*broadcast* (v.t.): to send out (by radio or a loudspeaker) news, music, etc.

1. All India Radio *broadcasts* news in English every evening at six o'clock.
2. The Prime Minister broadcast a talk on the radio last Monday.

*disobey* (v.t.): not to obey or refuse to obey.

Translate.

1. Parents feel unhappy when their children *disobey* them.
2. You may cause an accident if you disobey the rule and drive on the wrong side of the road.

*force* (v.t.): to use power to make someone do something.

Translate.

1. "Don't *force* the child to eat when he is not hungry," said Mr Das to his wife.
2. You ought not to *force* others to do anything against their wishes.

*interfere* (v.i.): to enter into and take part in other people's business.

Translate the explanation.

1. When the teacher saw the two boys fighting, he *interfered* and stopped the fight.
2. He allowed no one to interfere with the arrangements he was making.
3. The workers of the mill were on strike. At first the police did not interfere, but later, when the workers tried to break the machines, they did interfere and stopped them from doing so.

*object* (v.i.) to express dislike (of something one is against).

1. "You can smoke. I don't *object*," said the lady sitting next to me in the train.
2. My father objected to my brother coming home late every night.
3. Ram was studying for a test, so he objected to his younger brother playing in his room.

Teach also *objection* (n.) (related to the verb *to object*).

1. "You may smoke. I have no *objection*," said the lady sitting next to me in the train.
2. My father had a strong objection to my going to the late show.

*realize* (v.t.): see clearly or understand.

1. Jeevan neglected his studies, but when the examinations were only a month away, he *realized* how foolish he had been.
2. He did not see the question on the other side of the question paper, and he realized his mistake only after he came out of the examination hall.

*spin* (v.t. & i.): to cause something to turn round fast, to turn round fast or without stopping

1. The captain of our school team *spun* the coin and the captain of the other side called, "Heads!"
2. The earth *spins* and that is why we have night and day.

*Spin* also means to *draw out* (cotton, etc.) into threads. Khadi is made from yarn which is *spun* by hand.

*of course* (adv.). certainly, as is natural or expected.

Translate the explanation

1. "Can I borrow your pencil, please?" said Mary.  
"Of course you can," replied her friend.
2. "Does your son write to you from England?" asked Mr. Gupta. "Of course he does, almost every week," replied Mr. Das.

*suddenly* (adv.): all at once.

Translate.

1. He was reading a very interesting novel and forgot the time. *Suddenly* he realized that it was two o'clock and he had not eaten his lunch.

2. The car was going very fast, when suddenly a boy ran across the road, and the car went off the road and hit a tree

### COMPREHENSION QUESTIONS

1. What was the old gentleman doing ?
2. Who objected to this ?
3. What was the old gentleman's reply to the objection ?
4. What happens when loudspeakers are used late at night and music is broadcast through them ?
5. Are loudspeakers really needed for the guests to hear the music ?

## SECTION II

### STRUCTURAL ITEM

#### Adverbial Clause of Purpose (with *so that*)

*Presentation.* Write the following pair of sentences on the b.b.:

We walked slowly up the hill.

We didn't want to get tired.

Tell the pupils that you can combine them into one sentence with an adverbial clause of purpose, using *so that*, thus:

We walked slowly up the hill *so that we might not get tired.*

Tell the pupils that we often use *may* or *might* in this kind of clause to show purpose.

Write this example also on the b.b.:

Note my telephone number in your diary.

You will be able to look it up when you need it.

Note my telephone number in your diary *so that* you may be able to look it up when you need it

Now ask the pupils to combine the following pairs of sentences, using *so that*:

1. He left early.

He wanted to see his friend before he went to school.

2. Class tests are given for the following reason.  
The teacher wants to find out how much the boys have learnt.
- 3 The cat waited quietly near the hole  
She wanted to spring on the mouse when it came out.
4. We have dug a well in our garden.  
We want to have enough water throughout the year
5. The clerk took up extra work in the evening.  
He wanted to earn a little more money.

## NEW WORDS

(behaviour)	behave	opposite
(motorist)	dim	
(cyclist)		
passenger		
politics		
policy		
(thought)		
vehicle		

*motorist* (n.)

A *motorist* is a person who drives a car.

Teach also *cyclist* (n.).

A *cyclist* is one who rides a bicycle.

*passenger* (n.). a person who is travelling in a bus, a train, a ship, an aeroplane, etc.

1. The train met with an accident and many of the *passengers* were hurt.

2. I come to school by an express bus which does not take any standing passengers.

*politics* (n., always pl. in form): the management of public affairs connected with government.

Translate the explanation.

1. People sometimes get very excited when they discuss *politics*.

2. I never discuss politics with people I don't know well.

3. Students may take an interest in politics but they should not take an active part in them

*policy* (n.)

*Foreign policy* the way a country carries on its relations with other countries, and its aims in doing so. Translate the explanation.

India's *foreign policy* is to remain on friendly terms with all the other countries of the world.

*thought* (n.): related to the verb *to think* the act of thinking, what one thinks, here, caring for or paying attention to something.

1. I will give some *thought* to your plan and then let you know my decision.
2. He always expressed his *thoughts* in clear and simple words
3. The captain was full of *thought* for the wounded soldiers, and went to the hospital every day to see them.

*vehicle* (n.): any kind of carriage on land (a car, a rickshaw, a lorry, etc )

*behave* (v.i.): to act in a certain way.

1. The boys of our school *behaved* very well at the camp. They obeyed their teacher, helped each other, and kept all the rules of the camp.
2. Your little boy is behaving very badly; he is throwing stones at the other children.

Teach also *behaviour* (n.) way of behaving (good or bad)

1. During the debate the boys started talking and making a lot of noise. "This is very bad *behaviour*," said the teacher. "You should be quiet and listen."
2. The servant's *behaviour* was very bad, so I had to ask him to leave.

*dim* (v.t.): to make less bright.

The lights were *dimmed* on the stage when the dead man's ghost appeared.

Teach also *dim* (adj.). not bright.

1. "This light is too *dim*. Go to the next room and read there," said Mrs. Gupta to her son.

- 2 I have only a *dim* memory of many of the things that happened in my childhood. (Translate *memory*.)

*opposite* (adj.). facing the other direction or in the other direction; contrary.

Translate both explanations.

1. East and West are *opposite* directions
2. The house opposite to my house is owned by my brother.
3. The *opposite* of *good* is *bad*.
4. The opposite of *dark* is *bright*.

### SECTION III

#### NEW WORDS

direction	cause	public	otherwise
footpath	knock		as well as
pedestrian	overtake		equally
traffic			

*direction* (n) The point or place towards which one looks, points, moves, etc., the course taken by a moving object  
Translate the explanation and also the sentences below

1. I don't know where he has gone, but I saw him going in that *direction*.
2. When Jaisingh heard that the Nawab's army was marching in the direction of Gingee, he got ready for battle.
3. I am sorry I cannot give you a lift in my car as I am going in the opposite *direction*.
4. There was a sudden breeze and my papers flew in every direction.

*footpath* (n.): a path on either side of the road for the use of people walking.

1. If you are passing along a busy road, it is always safe to walk on the *footpath*.
2. The footpaths on either side of the road were filled by the people waiting to see the procession pass.

*pedestrian* (n.). a person going on foot.

Where there is a footpath, *pedestrians* should keep to it and not walk on the road.

*traffic* (n.): the movement of people and vehicles in a street.

1. The policeman held up the *traffic* so that the old lady could cross the street safely.
2. The traffic at important points in many of our big cities is nowadays controlled by traffic lights.

*cause* (v.t.) to make (something) happen.

1. The accident *was caused* by a boy suddenly running across the road and the driver of the car losing control
  2. Heavy rains caused floods in Assam last year.
- Translate these sentences.

*knock* (v.t. & i.) to hit; to strike.

1. The thief *knocked* the policeman on the head and escaped.
2. "Somebody is knocking at the door. Go and open it," said Mr. Rao to his servant.

*to knock down*: to hit and cause to fall to the ground.  
As he was walking down the road, a cyclist came from behind and *knocked him down*.

*overtake* (v.t.): to come up with; to catch up with and pass.

1. I walked fast to *overtake* my friend who was a few yards in front of me.
2. Some motorists have the bad habit of *overtaking* other vehicles on the wrong side.
3. The policeman overtook the motorist who was driving very fast, stopped him and took down his name and address.

*public* (adj.): having to do with people as a whole and not individuals

Translate the explanation.

Teach the following phrases and their explanations.

Translate wherever necessary.

*a public park/garden*. a park/garden where all can go.

*a public building*; hospitals, the town hall, the railway



station, government offices, are examples of public buildings.

*a public library*: a library which all may use.

*a public road*: a road that all may use.

*public vehicles*: vehicles in which all may travel, e.g. buses, etc.

*public meeting*: a meeting which all people can attend.

*public notice*: a notice meant for all people.

*public holiday*: a holiday meant for all.

*otherwise* (adv.): if not, or else.

1. Pedestrians should walk on the foot-path; *otherwise* they may be knocked down by the vehicles on the road.
2. Stop eating so many sweets, *otherwise* you'll be sick.
3. You must pay your fees by the 15th, *otherwise* you won't be allowed to sit for the examination.

Translate these sentences.

*as well as* (adv.) in addition to.

- 1 I drink coffee *as well as* tea.
2. She bought vegetables *as well as* fruit.
3. My brother is learning to play the sitar *as well as* the tabla.

*equally* (adv.): in an equal manner.

1. My brother can play the sitar and the tabla *equally* well.
2. I know you like English and dislike Mathematics, but they are *equally* important. So study both well.

## SECTION IV

### NEW WORDS

knowledge  
roundabout  
signal

*knowledge* (n.): related to the verb *to know*: what is known or what can be known about anything; knowing a thing.

1. He has travelled all over the world, so his *knowledge* of geography does not come only from books.
2. The boy said to the headmaster that he had no knowledge of what had happened in the class the day before, as he was absent.

*roundabout* (n.). a place where a number of roads meet, with a point round which the traffic moves. Mention a place in your city where there is a roundabout. Show the picture in the text.

*signal* (n.): a sign or some action made by a policeman, the driver of a vehicle, etc., to give information or instructions. Demonstrate some traffic signals. Also tell the pupils that in many cities the traffic is controlled by coloured lights. A red light is a signal that all traffic coming towards it must stop, and a green light is a signal that it can move on.

The motorist did not see the red *signal*, so he did not stop. The policeman on duty whistled and stopped him.

Scouts are taught to send messages through *signals*.

## COMPREHENSION QUESTIONS

Use the questions given in the *Reader*.

## LESSON 11

# Trees

### SECTION I

#### STRUCTURAL ITEMS

##### a. Adverbial Clause of Reason (with *since*)

*Presentation.* Write the following sentence on the b.b.:

*Since it is now very late, we can't go to the film.*

Tell the pupils that the italicized clause is an adverbial clause of reason, with *since*. It says why we can't go to the film. This adverbial clause usually comes at the beginning of the sentence and has a comma at the end

Now ask the pupils to rewrite each sentence below with an adverbial clause of reason, using *since*.

*Examples.* The bell has rung, so you will have to stop writing.  
Since the bell has rung, you will have to stop writing.

1. You have no job and plenty of time, so why don't you learn typewriting?
2. I am not well, so I am not going to school today.
3. It is raining, so we had better put off the match.
4. The sea was very rough, so the fishermen did not put out to sea.
5. I lost my purse, so I had to walk home.

##### b. Noun Clause as Complement

*Presentation.* The pupils have already learnt noun clauses (beginning with question words) as objects of verbs.

Teach the new item thus.

*T:* Do you know where Gandhiji was born?

*P:* He was born at Porbandar.

- T. Yes, that is *where he was born*. (b.b.)  
 T. Do you know where Buddha gained knowledge of the truth?  
 P: He gained it at Bodh Gaya.  
 T. Yes, that is *where he gained it*. (b.b.)  
 T. Do you know why Ashoka gave up war?  
 P He gave up war because he was moved by the suffering he caused in the Kalinga war  
 T. Yes, that is *why he gave up war*. (b.b.)  
 T: Do you know how the word *knowledge* is spelt?  
 P. It is spelt K-N-O-W-L-E-D-G-E.  
 T. Yes, that is *how it is spelt* (b.b.)  
 T. Do you know what this is?  
 P It is a picture of the Taj Mahal.  
 T. Yes, that is *what it is*. (b.b.)

Underline the noun clauses in each of the five sentences on the b.b. and tell the pupils that the clause in each sentence is the complement of the incomplete verb *is*. Translate the sentences.

Now ask the pupils to complete the sentences in column A with matching clauses from B:

A	B	
There was no one to nurse him in the house. That was	where I bought this overcoat	
The thief pushed the policeman from behind. That is	what the headmaster told us this morning	
I went to Delhi last month, and that is	how he fell down	
We are going to have a holiday tomorrow. That is	why he was taken to hospital	

### c. Passive : Infinitive

*Presentation* Write this sentence on the b.b.:

The servant *was asked to bring* the tea half an hour ago.

Tell the pupils that in the above sentence the italicized part has the passive *was asked* + the infinitive *to bring*

Translate the sentence to ensure comprehension.

Ask the pupils to make six meaningful sentences from the table below:

	<i>Passive + Infinitive</i>	
The boys	were asked to return	the room at once
The soldiers	has been taught to carry	at the enemy in bed for a week
The patient	are not forced to take	a basket in its mouth
This dog	were told to leave	to work the next day
The workers	has been advised to stay	my advice
You	were ordered to shoot	

### NEW WORDS

atmosphere	absorb	daily	constantly
carbon	consider	main	namely
carbon dioxide	form	refreshing	thus
cell	print		
(firewood)	replace		
furniture	refresh		
laboratory	support		
necessity			
oxygen			
shade			
starch			

*atmosphere* (n.): the air surrounding the earth, the air in any particular place.

Translate the explanations.

1. The rocket shot through the *atmosphere* of the earth and went towards the moon.

2. The doctor advised me to go to Ooty during the summer months. The cool atmosphere of the place would help me to get better.

*carbon* (n.)

Tell the pupils about this substance and say that it occurs in coal, charcoal and oil dug from the ground. Tell them also that diamond is a form of carbon.

*carbon dioxide* (n.) a kind of gas formed of one part of carbon and two parts of oxygen ( $\text{CO}_2$ ).

Human beings all the time breathe in air and breathe out *carbon dioxide*.

*cell* (n.): the smallest part of living matter.

Our bodies are made up of millions and millions of *cells*.

*firewood* (n.). wood used for making or feeding a fire.

He lived by collecting *firewood* from the forest and selling it in the market every day.

*furniture* (n.): tables, beds, desks, chairs, etc.

The word should be used only in the singular.

1. A table is a piece of *furniture*.

2. This shop sells second-hand furniture

*laboratory* (n.). a room or building for scientific experiments.

Mention the science laboratory in the school.

Our school has built a new physics *laboratory*

We are going to build a chemistry laboratory next year.

*necessity* (n.): related to the adj. *necessary*. what one cannot do without.

1. Food, shelter and clothing are *necessities* for everyone.

2. A motor car is a convenience but it is not a *necessity* for everyone

*oxygen* (n.): a kind of gas found in the air, necessary for all life.

*shade* (n.)

Translate.

1. King Ashoka planted trees along roads to give *shade* to travellers.

2. The woman sat in the shade of a wall, selling vegetables.
3. The boys went out into the garden, sat in the shade of a tree and had their lunch.

*starch* (n) Translate this word, if there is an equivalent technical term in the mother tongue  
 Tell the pupils that this is a substance found in grain, in potatoes, in most plants, etc. and that it is the main part of our food.  
*Starch* contains a great deal of carbon. (Translate the sentence.)

*absorb* (v.t.): to take in (liquids especially).

- 1 Sandy soil quickly *absorbs* the rain that falls on it.
2. "Quick! use some blotting paper. It will *absorb* the ink," the teacher said when Ravi carelessly knocked over the bottle of ink on the table.

Also teach *to be absorbed in* to give all one's attention to; be deeply interested in.

- 1 He was *absorbed in* reading a story book, so he did not see me enter.
2. He is *absorbed in* cricket and is not interested in anything else.

*consider* (v.t. & i.) to give careful thought to (something), in order to decide; to believe or think (something, someone, etc. to be . . .), to think carefully.

1. I will *consider* your plan and give you my decision tomorrow.
2. He *considered* his brother his enemy.
3. ~~You~~ You should *consider* deeply, before you resign this post.

*form* (v.t. & i.): to make; to make up.

1. The plural of *ox* is *formed* by adding *-en*.
2. Our characters are partly *formed* by the company we keep.
3. The art teacher *formed* a statue of Ganesh from clay
4. Rice *forms* the most important part of the food of people in many parts of India.

Teach also *to form into*: to become.

It was very cold and the water in the pool had *formed into* ice.

*print* (v.t.)

Translate.

1. Children's books should be *printed* in big types and should have a lot of pictures in them.
2. Books were printed for the first time in England by a man called Caxton.

*replace* (v.t.): to supply again something which is used up, lost, etc., to take the place of.

1. I am sorry I have broken your glass; I will *replace* it with another.
2. Paper money has *replaced* gold coins in most countries of the world where gold coins were formerly in use.

*refresh* (v.t.): to give (once again) strength and energy.

Translate the explanation.

1. I was very tired and I *refreshed* myself with a cup of tea.
2. A drink of cool water refreshes us on a hot day

Teach also *refreshing* (adj.).

1. The traveller sat under a tree and rested in its cool *refreshing* shade.
2. Rest and sleep have a *refreshing* effect on the mind and body.

*support* (v.t.): to bear the weight of and keep from falling; to look after; to give strength to.

1. The roof of a building is *supported* by the walls and pillars.
2. Though he earned nine hundred rupees a month, he could not save much because he had to *support* a large family.
3. The lawyer *supported* his arguments with many court decisions.

*daily* (adj.): happening every day.

In hot countries a *daily* bath is a necessity.



Teach also *daily* (adv.) every day

Large numbers of people come to this park *daily*.

*main* (adj.): most important; forming the largest part (of something)

1. Usually the *main* street of a small town is full of shops
2. I am studying for the B.A. with History as my *main* subject

*constantly*: again and again; all the time

1. My son *constantly* fights with other boys and gets into trouble.
2. Sunder *constantly* comes late to class, so he often misses the first part of the lesson and cannot understand the rest.
3. The rain fell *constantly* for three days and caused floods.

*namely* (adv.): that is to say.

1. Two of the boys, *namely* Ashok and Anil, helped to arrange the seats in the hall.
2. Only two Indians, *namely* Rabindranath Tagore and C. V Raman, have won the Nobel Prize so far

*thus* (adv.): in this way

1. We spell the word *queue* *thus* Q-U-E-U-E.
2. He used to put by ten rupees a month out of his monthly pay. *Thus* he saved enough money to buy a radio.

## COMPREHENSION QUESTIONS

1. In what ways are trees useful to man ?
2. Name two parts of India where there are forests.
3. What do men and animals breathe out ?
4. What do the leaves of trees do with the carbon dioxide in the atmosphere ?
5. What do the green cells of trees make ?

## SECTION II

## NEW WORDS

medicine	prevent	bare
nature		numerous
rainfall		valuable
sap		various
shower		
vapour		

*medicine* (n.)

Translate.

Tell the pupils in their mother tongue that medicine is something taken through the mouth and not something externally applied, like ointments, etc.

1. This *medicine* is no good; I have taken it for a week and my temperature has not come down.
2. "Take two teaspoonfuls of this medicine, three times a day," the doctor said to the patient.

*nature* (n.)

Translate the meaning illustrated in the sentences below

1. Who teaches birds to make nests? *Nature*.
2. Man often finds himself helpless against nature. What can he do against an earthquake? (Translate *earthquake*, if necessary.)

*Nature* in section III of this lesson refers to the things in the world such as hills, rivers, forests, plants, animals, birds, etc as different from man.

1. He was a poet and wrote many beautiful poems describing *nature*.
2. *Nature* is perhaps most beautiful in spring.

*rainfall* (n.) the amount of rain falling over a given area in a given time.

1. Cherapunji in Assam has the heaviest *rainfall* in India.
2. I read in the newspapers that there was a rainfall of 15 cm. in one day in Madras last week.

*sap* (n.): the liquid in a plant or tree without which the plant or tree would die.

Translate the explanation.

Rubber is made out of the white *sap* of the rubber tree

*shower* (n.) a brief fall of rain

1. We were caught in a sudden *shower* when we were coming back from the cinema last night.

2. It is very hot, how welcome a shower would be!

*vapour* (n.). the gaseous form into which substances may be turned by heat, e.g. water vapour.

Translate the explanation.

1. Steam is *vapour* that is produced when water boils.

2. Clouds form when there is a lot of water vapour in the atmosphere.

*prevent* (v.t.) to stop from happening, to stop (from doing something).

1. Vaccination *prevents* smallpox

2. The heavy shower *prevented* us from playing the cricket match.

*bare* (adj.) not covered.

1. My little son loves to run about on *bare* feet and refuses to wear shoes

2. He lived in a hut and slept on the bare floor. He didn't even have a mat to lie on.

*numerous* (adj.) many in number.

1. Our library has *numerous* books on gardening.

2. There are numerous fruit trees in the garden behind our new house.

*valuable* (adj.): of great value.

Translate

1. His watch was very *valuable* to him, because it was a present from his father.

2. My old teacher constantly helps me with his valuable advice.

*various* (adj.): of several kinds, different, many, a number of.

1. I saw *various* kinds of snakes at the zoo last week.

2. The lawyer gave *various* arguments in support of his case.

### COMPREHENSION QUESTIONS

- 1 Why is it cooler under a tree than inside a building on a hot day?
2. How do trees help to bring rain?
3. What does the surface soil do for plants?
4. What happens to the surface soil on a bare hill-side when there is a heavy shower?
5. How do trees prevent the soil from being washed off?
- 6 Name two trees that give us valuable medicine

### SECTION III

#### STRUCTURAL ITEM

##### Passive Infinitive

*Presentation:* Write these two sentences on the b.b.

1. The child wanted his father to take him to the zoo.
2. The child wanted someone to take him to the zoo.

Tell the pupils that the first sentence tells us *who* is to take the child to the zoo. The second sentence does not say *who*. The better way to express the idea contained in the second sentence is:

The child wanted *to be taken* to the zoo.

*To be taken* is the passive of *to take*

Write another example on the b.b.:

He gave his coat *to be ironed*.

Now ask the pupils to fill in the blanks in the sentences below, with the following passive infinitives:

A. to be given a bath, to be caught, to be combed, to be given, to be rewarded.

1. Your hair needs ———. Go and comb it.

2. The man who stole the watch came ——— when he tried to sell it in the bazaar.

3. He is certain ——— for his good work.

4. The dog needs — — . He is very dirty.
  5. The headmaster is -- -- a farewell party on Monday next.
- B. to be held, to be ironed, to be helped, to be mended, to be brought
1. I want John --- - to continue his studies.
  2. The headmaster wanted the meeting ----- in the hall
  3. He ordered the taxi — at four o'clock.
  4. He gave his coat -----.
  5. He sent his shoes -----

## NEW WORDS

population          sacred  
shelter  
wealth

*population* (n.): the total number of people living, in any town, country, etc.

Translate the explanation.

1. The *population* of India in 1961 was forty-five crores.
2. The population of the cities in our country is constantly growing.

*shelter* (n.): a place of safety or rest, that covers or protects; safety or protection.

1. The Rotary Club has built six *shelters* at bus stops in our town, for the convenience of people waiting for buses.
2. How hot it is! I wish there was a tree near by to give us *shelter* from the scorching sun.

Teach also to *take shelter*.

It started raining, so we ran and *took shelter* in a shed that was near by.

*wealth* (n.): riches (lands, houses, gold, money, etc. owned in large quantities).

Translate this explanation.

1. He gave away a large part of his *wealth* to schools and hospitals.

2. He had a lot of lands and houses and money, but all this wealth did not make him happy because he had no children.
3. The true wealth of a country lies in the character of its people

*sacred* (adj.): holy, treated with great respect, usually for religious reasons; very important and not to be broken or neglected, or treated lightly.

Translate the explanation.

1. Many Hindus consider the Ganga (known abroad as the Ganges) a very *sacred* river
2. Bodh Gaya is a sacred place for Buddhists because Buddha gained knowledge of the Truth in that place
3. When his father was dying, Hameed promised that he would look after his younger brothers and sisters. He considered the promise *sacred* and kept it
4. It is the sacred duty of every soldier to protect his country from enemies

### COMPREHENSION QUESTIONS

1. How do trees help birds and animals?
2. Why did *rishis* in olden days build their *ashrams* in forests?
3. Why are there fewer forests in India nowadays?
4. What do you understand by the phrase *forest wealth*?

## SECTION VI

### STRUCTURAL ITEMS

#### a. as + adj. + as

*Presentation.* Write this sentence on the b.b.:

Ram is *as tall as* Mohan.

Ask the pupils to read the sentence and note the phrase *as tall as*. The sentence means that Ram and Mohan are both of the same height.

Now write this pair of sentences on the b.b.:

The book I read last week was interesting.

This book is equally interesting.

Tell the pupils that these two sentences can be combined into one sentence, using *as + adj + as* thus.

This book is as interesting as the book I read last week. (b.b.)

Give another example:

Lead is heavy

Iron is not so heavy.

Iron is not as heavy as lead. (b.b.)

Ask the pupils to combine the following pairs of sentences as shown in the examples above:

1. Bangalore is cool.  
Hyderabad is equally cool now.
2. The school hall is large  
This classroom is equally large.
3. The Taj Mahal is very beautiful  
No other building in the world is so beautiful.
4. The buses in my town are very regular  
The buses in this town are not so regular.
5. Character is important  
Wealth is not so important.
6. Ashoka is famous in Indian history.  
Akbar is equally famous.

### **b. seem + infinitive**

*Presentation.* Write the following sentences on the b.b.:

"You *seem to be tired*, Jeevan," said Mohan.

Ask the pupils to read the sentence and note the words in italics. Tell them in the mother tongue what Mohan says in this sentence is that Jeevan looks tired; that is how it appears to Mohan.

Now write the following conversations on the b.b. and ask the pupils to read them:

*Mohan.* Jeevan, what is the matter?

*Jeevan* Nothing, why do you ask such a question?

*Mohan*: You *seem to be* very tired.

*Jeevan*: Yes, I am. I've been out the whole day

*P.* Teacher, the book says the sun does not rise in the east nor set in the west, it only *seems to rise* in the east and it only *seems to set* in the west. Is that true?

*T.* Yes, it's true, Mohan. The earth moves, and not the sun.

Now ask the pupils to fill in the blanks in the following sentences with the given phrases:

seems to be, seem to think, seems to please, seem to like, seem to be moving.

1. You ——— that you are very clever; but you are not!
2. The house ——— empty. I can't see anyone about
3. You ——— a lot of sugar in your coffee.
4. When we are in a moving train, the trees and other objects ——— in the opposite direction.
5. This picture ——— you very much. I will buy it for you.

### c. Adverbial Clause with 'as' (to express manner or comparison)

Write this sentence on the b.b.:

Ashok's father can speak English *as an Englishman does*

Tell the pupils that the italicized words in this sentence form an adverbial clause. Translate the sentence and tell the pupils that the clause shows *the manner in which* Ashok's father can speak English; that is, he can speak English like an Englishman.

Now ask the pupils to make four meaningful sentences, combining one item from **A** with one item from **B**:

#### A

#### B

- |                                    |                            |
|------------------------------------|----------------------------|
| 1. The saying is: While in Rome do | as I worked out the first. |
| 2. Say this                        | as our teacher drew it.    |
| 3. We can't draw the picture       | as the Romans do.          |
| 4. Work out the second sum         | as Mohan said it.          |



Now write this sentence on the b.b :

Plants need food and air *as we do*

Tell the pupils that the italicized words also form an adverbial clause with *as*. Translate the sentence and explain to the pupils that the sentence expresses a *comparison* between plants and human beings. It means: Human beings need food and air, and *in the same way* plants also need food and air.

Now ask the pupils to combine the following pairs of sentences using the *as* clause:

1. Birds lay eggs.  
In the same way snakes lay eggs.
2. Children in India love to play in the rain.  
In the same way children in Britain love to play in the snow
3. Work gives exercise to the body  
In the same way thinking gives exercise to the mind.
4. The earth goes round the sun  
In the same way the moon goes round the earth.

## NEW WORDS

area	fold	huge
century		alive
creature		(long-lived)
religion		
scientist		

### *area* (n.)

First teach the word in the sense of the area of a room. Say: If a room is twelve feet long and ten feet broad, then its *area* is 120 square feet.

Next teach it in the sense of a particular portion of land.

Say: (1) A large *area* of Arabia is desert. (2) Rice is cultivated in large areas of India.

### *century* (n.): a period of one hundred years.

1. Our school is more than a *century* old.
2. About twenty centuries have passed since the time of Christ.

(Teach also *A.D.*; *B.C.*; *the fifteenth century*, *the twentieth century*, etc.)

3. The Taj Mahal was built in the seventeenth century.

*creature* (n.) any living person or animal.

1. A forest is the home of numerous wild *creatures*.
2. "Please let me give some food to that dog. The poor *creature* looks so hungry," said Rekha to her mother

Also explain to the pupils that in the lesson trees are referred to as *creatures* when they are being considered as living

*religion* (n.)

Translate.

Tell the pupils that Hinduism, Christianity, Islam, and Buddhism are the four main religions of the world. All great *religions* of the world teach us that we should lead good lives.

Teach also *religious* (adj.) having to do with religion.

1. I am very busy today because we have a *religious* ceremony at home.
2. He was a good man and lived a religious life.

*scientist* (n.): related to *science* (the study of the laws of nature as found in subjects such as physics, chemistry, biology, etc.); one who has studied science systematically through experiments, etc. and has gained much knowledge in it.

Translate the word and the explanation.

Newton is one of the greatest *scientists* in history. He discovered many important laws of physics.

*fold* (v.t.)

Demonstrate by folding a letter, a newspaper, etc.

Also demonstrate "Fold your arms."

1. *Fold* the sari neatly and put it away in the cupboard.
2. An an letter must be folded in a special way.

*huge* (adj.): very large.

1. Ravi's mother made a *huge* chocolate cake for his birthday.
2. The elephant is a huge animal but a lion, which is not as large, can kill it

*alive* (adj.): living, with life.

Point out to the students that it is always, in this sense, used predicatively (i.e. not used immediately in front of a noun).

1. A plant is *alive* in a way that a stone is not.
2. In my village there is a man who is a hundred and ten years old. He is the oldest man alive in our district.

*long-lived* (adj.): living or lasting for a very long time.

1. He comes from a *long-lived* family. His grandfather lived for ninety-nine years and his grandmother lived to be a hundred and two
2. Some kinds of parrots are long-lived creatures. Some of them live to be 50 years old.

## COMPREHENSION QUESTIONS

1. Can we say that trees are alive? Why?
2. How high do the eucalyptus trees of Australia grow?
3. Who planted the sacred *Bo* tree at Anuradhapura in Ceylon?

## LESSON 12

# Galileo

### SECTION I

#### STRUCTURAL ITEMS

##### a. Adverbial Clause (with causal *as*)

*Presentation.* Write these two sentences on the b.b.:

It was getting late.

So Asif took a taxi.

Tell the pupils that these two sentences can be combined into one sentence thus.

*As it was getting late, Asif took a taxi.*

Here the italicized words form an adverbial clause with *as*.

Now ask the pupils to combine the following pairs of sentences as in the example given.

*Example.* There was a storm.

So the plane did not leave.

As there was a storm, the plane did not leave.

1. It was the last day of the film.

So we decided to go even though it was raining.

2. Sita can sing very well.

So let us ask her to sing the prayer song.

3. I can't carry telephone numbers in my head.

So I write them down in a pocket book.

4. He was very fond of gardening.

So he spent a lot of his money on new plants.

##### b. Adverbial Clause of Time (with *while*)

*Notes.* The action in this adverbial clause is usually continuous or prolonged. It is often expressed by the continuous tense, but this is not essential as long as the idea of continuity is expressed in some way.

*Example.* *While the song lasted,* the boys kept quiet.

The action in the principal clause can also be prolonged action, but again this is not essential.

- Examples.* 1. While the match was going on, students were serving us (or served us) tea  
 2. While the match was going on, a dog ran on to the ground.

*Presentation.* Call out two students. Ask one of them to read a book and the other to draw on the blackboard. Now ask:

*T:* What is Mohan doing?

*P:* He is reading.

*T:* What is Gopal doing?

*P:* He is drawing.

Now ask the two boys to stop reading and drawing and say (and write on the b.b.).

*While Mohan was reading, Gopal was drawing.*

Underline the adverbial clause

Now put up these pairs of sentences on the b.b. and ask pupils to join each pair into one sentence, using the word *while*.

1. We were reading  
Mohan was looking out of the window.
2. Section A was having drill  
Section B was playing games.
3. Some of the students were playing hockey.  
Others were playing football.

Now ask the pupils to make five meaningful sentences from the table below:

<i>Adverbial Clause (with while)</i>		<i>Principal Clause</i>
While	the band was playing in the public gardens	Ravi picked up a piece of chalk and threw it at Mohan's head
	the teacher was writing on the blackboard	don't take an active part in politics
	the meeting was going on	the children ran round and round the band stand
	you are still at school or college	I continued to work by candle light
	the electric lights were off	the photographer took pictures of the speaker

**c. Enough (as an adverb)**

Write this pair of sentences on the b b.

I can't lift this table.

I am not *strong enough*.

Explain to the pupils that the second sentence means, *I don't have enough strength to lift the table.* (The pupils have already learnt the use of 'enough' as an adjective) Then tell them that the two sentences above can be combined into one sentence thus.

I am not *strong enough* to lift the table.

Translate the sentence.

Write one more example on the b b :

He can do the sum by himself.

He is *clever enough*

He is clever enough to do the sum by himself.

Now ask the pupils to make six meaningful sentences from the following table:

<i>Subject + Verb, etc.</i>	<i>Adverb</i>	<i>Infinitive</i>	
The boy is old	enough	to escape without being seen	
I will drive the car fast		to drink	
The young officer was brave		to be carried easily	?
This chair is light		to go to school	.
The prisoner waited till it was dark		to lead the attack	
Is this water pure		to get you to the station in time	

**d. Passive + Noun Complement**

*Presentation* Write this sentence on the b.b. (The pupils have already been taught this type of sentence)

The boys made Hameed captain of the cricket team

Tell the pupils that this sentence tells us *who* made Hameed captain. Now if we don't want to say *who* made Hameed captain, then we use the passive voice and say:

Hameed *was made captain* of the cricket team.

Give another example on the b.b.

(a) The members chose Mr. Das leader.

(b) Mr. Das *was chosen* leader.

Now ask the pupils to rewrite the following sentences as in (b)

1. The boys elected Jagdish captain.
2. They made Mr. Singh president of the club.
3. They named the child Krishna.
4. The animals chose the lion king.
5. Newton called his dog Diamond.

## NEW WORDS

ability	appoint	common	nevertheless
arc	experiment	heavenly	to and fro
(astronomer)	lecture	(uncommon)	
astronomy	measure		
(attention)	revolve		
cathedral	seem		
degree	swing		
instrument			
pendulum			
planet			
physics			
principle			
professor			
pulse			
rate			
service			
shot			
space			
swing			

*ability* (n) the quality of being able to do things well or do good work in special subjects.

1. Hameed showed great *ability* in History and Geography, but none in Mathematics.

2. Has she any ability to learn singing? If she has, we will send her to a music school.

*arc* (n.): part of circle or of a curved line.

Draw a circle on the b.b. and show the pupils an arc of the circle. Mention the arc of the new moon

Show how a pendulum swings in an arc. (A small stone tied to a piece of string may be used.)

*astronomy* (n.): the science of the sun, moon, stars, planets, etc.

Translate. Tell the pupils not to confuse astronomy with astrology

Man has been interested in the study of *astronomy* from very early times, though some of the old ideas about the sun, the moon and the stars were proved wrong later.

*astronomer* (n.). one who studies astronomy or has gained a knowledge of astronomy.

1. Ancient *astronomers* believed that the sun moved round the earth. Later astronomers proved this to be wrong
2. My astronomer friend sleeps by day so that he can study the stars at night.

*attention* (n.): giving one's mind to something with some concentration.

Translate the explanation.

1. His whole *attention* was on the story he was reading. So he did not hear the telephone ring.
2. Asif was thinking of the cricket match he was to play the next day and paid no attention to what the teacher was saying.

*cathedral* (n.): the chief church in a district under the charge of a bishop, usually large and beautiful.

Show the picture of a cathedral.

St. Paul's *Cathedral* is one of the most famous buildings in the City of London.

*degree* (n.): a title given to one who has passed a university examination.

B.A., B.Sc., M.A., etc. are *degrees* given by universities.



*instrument* (n)

Translate

1. A sitar is a musical *instrument*.
2. A thermometer is an instrument for measuring temperature.

*pendulum* (n) : a body hanging from a fixed point, so that it is free to swing.

Tie a small stone to a string, swing it and say that you have made a pendulum. Show the pendulum of a clock or show a picture of a clock with a pendulum and point out the pendulum.

*planet* (n) : one of the heavenly bodies that go round the sun.

Name a few planets, including the earth.

*physics* (n. pl.). known word. One of the branches of science dealing with the material world. If necessary, translate the explanation.

Tell pupils that physics, chemistry, zoology, etc. are different branches of science.

*principle* (n). a law which governs how things work or behave

Translate the explanation.

1. The *principle* of the steam engine is that when steam tries to escape from a boiler, it pushes objects that are in the way.
2. A diesel engine works more or less on the same principle as a petrol engine.

Teach also *principle* meaning a rule that guides one's action or conduct. (Translate this meaning.)

Harishchandra acted on the *principle* that he should fulfil his promises at any cost.

*professor* (n) : known word; a teacher in a university.

Mention the names of some professors known to the boys.

*pulse* (n.): the regular beating of the arteries as the blood flows along them

Translate the explanation.

Tell the pupils how a doctor feels the pulse.

The doctor knew that the man was dying because his *pulse* was getting weaker and slower all the time.

*rate* (n.) the measure of speed, cost, amount, etc., in terms of a given unit

1. He was driving the car at the *rate* of sixty miles an hour, so he couldn't stop at once when a dog suddenly crossed the road
2. His pulse is beating at a fast *rate*.
3. Rice is sold in our town at the *rate* of 85 nP a kilo.

Translate the sentences above to ensure comprehension of the phrases *at the rate of* and *at a fast rate*.

*service* (n.): worship or ceremonies conducted in a church.

Translate the explanation

1. The *service* at the church on Christmas Day was attended by a large gathering.
2. After the marriage *service* in the church, we all went to the bride's house for a tea party.

Also teach *service* meaning any kind of help given, usually by working (for people, country, etc.).

1. Pandit Nehru will always be remembered for his *services* to India.
2. The students went to the villages and did social *service*, that is, they taught the children, ran a small hospital, and did other useful things.

*shot* (n.): an iron ball.

He was a very strong man and could lift and throw a *shot* weighing fifty pounds.

*space* (n.): the limitless expanse in which everything exists (often used now with the special meaning of space outside the earth's atmosphere).

Translate the word if there is an exact equivalent in the mother tongue. Then translate the explanation.

1. The sun, the moon, the planets and the stars all move in *space*.
2. We have to travel 240,000 miles in *space* before we can reach the moon

*swing* (n.): first teach *swing* (v.1 + l.) by demonstration

Swing a small stone tied to a string and say.

Look at this pendulum. It *swings* from one side to the other.

Then swing your arms and say:

See, I am *swinging* my arms

Now teach *swing* (n.) meaning (i) the movement and (ii) the distance of the swing.

Explain these meanings in the mother tongue, if necessary

1. The swing of the pendulum inside a clock is always completely regular

Now swing the stone on the string and say:

2. Notice how the *swing* of the pendulum is getting shorter and shorter

*appoint* (v.t.): to select and put (someone) in a job.

1. "I will appoint you on a salary of Rs. 200/- now and I will raise your salary later," said the manager of the bank to the young man.
2. After he got his Ph D, Mr. Raj was appointed professor of English in his own university.

*experiment* (v.i.): to make or try experiments in order to find out something. (*Experiment* (n.) already taught in Lesson 6)

1. Galileo *experimented* and proved that two bodies falling from the same height fall at the same speed.
2. The teacher *experimented* with new ways of teaching English.

*lecture* (v.i.): (known word); to give a talk before a group of people.

1. Dr. Srinivas, the well-known scientist, *lectures* in our college once a week.
2. The students were taking notes when the professor was *lecturing*.

Also teach *lecture* (n.)

1. Last week Dr. Srinivas gave a *lecture* on the atom.
2. I heard an interesting *lecture* on birds by Dr. Krishnan.

*measure* (v.t.): to find out quantity, size, speed, rate, etc using a unit of measurement

Translate the word and the explanation.

1. He *measured* his room and found it was eight feet by twelve
2. Measure the milk and see if it is four litres.

*revolve* (v. 1.): move round and round in a circle

1. The moon *revolves* round the earth as the earth revolves round the sun.
2. As the merry-go-round revolved faster and faster, the children shouted with delight.

*seem* (v. 1.) taught as a structural item.

*common* (adj.): belonging to, or shared or used by more than one or by a large number.

1. Our school has a *common* room for boys where they can meet, play indoor games, read newspapers, etc.
2. The village had a common well from which all the villagers drew their supply of water.

*common knowledge*. something known to everybody.

Teach also *common*, meaning familiar or seen often.

Translate the meaning

The crow is one of the *common* birds of India.

*uncommon* (adj.): unusual, not happening often, remarkable.

Translate the explanation.

1. Most Indian children haven't seen snowfall because snow is *uncommon* in those parts of India, which are south of the Himalayas
2. I have a dog of *uncommon* intelligence. When my little daughter met with an accident on the road he rushed back home, barked, and led us to her

*heavenly* (adj.): of or coming from the heavens (the sky or space).

The sun, the moon, the stars and the planets are called *heavenly* bodies because they are in space.

*nevertheless* (adv. & conj.): however, still, etc.

1. I told her that it was too late to catch the train, *nevertheless* she decided to try
2. Everyone felt that the old man was dying, *nevertheless* the doctor did not give up hope.

*to and fro*: from one side to another (repeatedly).

Translate the explanation.

1. He walked impatiently *to and fro* from the door of his house to the gate, waiting for the postman.

- 2 He had to travel to and fro between Madras and Hyderabad a number of times in the year because his children were in Madras and he was working in Hyderabad

### COMPREHENSION QUESTIONS

1. What did people believe about the sun and the earth in olden days ?
2. Why did Galileo give up the study of medicine ?
3. When did Galileo become a teacher in the university of Pisa ?
4. What did Galileo discover about the swing of the lamp in the cathedral ?
5. How was the principle of the pendulum — discovered by Galileo — used by others ?

### SECTION II

#### STRUCTURAL ITEMS

##### a. Noun Clause (subject of sentence)

*Presentation* Write this sentence on the b.b.:

*That the earth moves round the sun* was not known to people in very ancient times.

Translate this sentence.

Tell the pupils that this sentence says that *something* was not known to people in ancient times.

*T*: What was it ?

*P*: That the earth moves round the sun.

Now write on the b.b.:

<i>Subject</i>	<i>Predicate</i>
Something That the earth moves round the sun.	was not known to people in ancient times.

Tell the pupils that the clause in the subject column is a noun clause because it takes the place of the subject, *something*.

Write two more examples of noun clauses (as subjects) on the b.b.

1. That air travel would become more common than sea travel was something which nobody could believe a hundred years ago.

*T*: What was the thing nobody could believe a hundred years ago?

- P*: That air travel would become more common than sea travel.

2. That a man can swim for forty-eight hours without stopping seems amazing. But an Indian swimmer has done it.

*T*: What seems amazing?

- P*: That a man can swim for forty-eight hours without stopping.

Underline the noun clauses after the pupils have answered.

Now write on the b.b. the following sentences under **A** (with noun clauses in the subject position). Then ask the questions that follow under **B**, pointing to the related sentence under **A**. Ask the pupils to answer in full sentences.

### A

<i>Noun Clause—Subject</i>	<i>Predicate</i>
1. What you read in the papers	may not always be true.
2. Where he keeps his money	is a secret.
3. When the match will begin	is uncertain.
4. Who will play the part of the hero	is yet to be decided.
5. Why the police came and took him away	was not clear to us.
6. How birds fly	is a question that children often ask.

### B. Questions

1. What may not always be true?
2. What is a secret?

3. What is uncertain ?
4. What is yet to be decided ?
5. What was not clear to us ?
6. What is the question that children often ask ?

### b. Adverbial Clause (with *until*)

Write this sentence on the b.b. underlining the adverbial clause

John said that he would wait *until Hameed came back*.

Tell the pupils that the underlined words form an adverbial clause with *until*.

Translate the sentence to ensure comprehension.

Now ask the pupils to make six meaningful sentences from the following table.

<i>Principal Clause</i>		<i>Adverbial Clause</i>	
Go on trying		you buy a new one for yourself	
My brother will not return from Delhi		he was told to shut up	
The beggar would not leave	until	you succeed	
You can use my old watch		his college closes for the holidays	
The boy argued with his father		I had given him some money	

### c. Seem + Adjective

Write this sentence on the b.b.

That story *seems untrue*.

Translate.

Tell the pupils to read the sentence and note the italicized words. Explain to them that the words mean that we *think* the story is untrue but we are *not quite sure*

Now ask the pupils to fill in the blanks with the following phrases:

seemed very skilful, seems too small, seems interesting, seem busy, seem clever enough, seems very proud.

1. This book \_\_\_\_\_. I must read it.
2. Mr. Das decided not to give the job to the young man. He didn't \_\_\_\_\_.
3. Don't buy that shirt. It \_\_\_\_\_ for you.
4. I am not going to talk to that new boy. He \_\_\_\_\_.
5. The new worker in the factory \_\_\_\_\_.
6. You \_\_\_\_\_, I will come another time.

## NEW WORDS

material	continue	practical	moreover
respect	criticize	unbelievable	
scholar	oppose		
(statement)	state		
(thinker)			
(unbeliever)			
(weight)			

*material* (n.): the substance of which things are made.

Translate the explanation and give the following examples of some materials

1. Cotton is a *material* from which cloth is made.
2. Wood is a material of which furniture is made.
3. This material looks like silk but it is in fact a kind of nylon.

*respect* (n.)

Translate.

1. King Ashoka wrote his message to his people on rocks and pillars. The writing on one of the rocks reads, "Always show *respect* to your parents and teachers and to elders."
2. He was a very learned man and was held in great respect by everybody.



*scholar* (n.). a person who has much knowledge, a learned person  
 "Our speaker this morning is a *scholar* in history and has written many books on Indian history," said the headmaster.

*thinker* (n.). one who is/was known to think deeply on important subjects

1. Socrates was one of the great *thinkers* of ancient Greece. His ideas were very new and he taught young men to think for themselves.
2. The great thinkers of the world have tried to find the answers to such questions as "What is life?" and "What is death?"

*weight* (n.). taught in Lesson 9.

*continue* (v t. & i.): to go on with, to go on (doing something).

1. The bell had rung but the teacher *continued* the class for ten minutes more so that he could finish the lesson.
2. The crowd was making a lot of noise but the speaker was determined to continue his speech to the end.
3. The sun came out. But the rain still *continued*.
4. Mr. Das retired from school but continued to teach boys who came to him.

*criticize* (v t.): to point out mistakes, faults, etc in something that is said, done or written.

Translate the explanation.

1. He *criticized* the book for the many printing mistakes it had.
2. The boys criticized the captain for the way he chose the team for the inter-school match.

*oppose*: to stand or act against someone or something.

Translate the explanation.

1. When he wanted to take up a job, his eldest brother *opposed* the idea and said that he should continue his studies.
2. By means of satyagraha Gandhiji *opposed* foreign rule.

*state* (v.t). to say or express in words. (The word is used only in the context of something important or formal.)

Translate the explanation.

Tell the pupils not to use *state* as a free substitute for *say*.

1. The lawyer *stated* his arguments very clearly and won the case
2. The Prime Minister *stated* in Parliament that Government would oppose the resolution.

Teach also *statement* (n.): stating; what is stated

1. The lawyer's *statement* of his arguments was clear and forceful and the judge praised him for it.
2. The Food Minister's *statement* on rationing appeared in the morning papers.

*practical* (adj.): based on the actual doing of a thing and not on mere ideas or book-knowledge.

Translate the explanation.

1. Our farmers have a lot of *practical* experience in agriculture but they do not know modern methods of cultivation.
2. An engineering student not only studies books and listens to lectures, but also spends a part of his time in workshops doing practical work.

*unbelievable* (adj.): impossible or very difficult to believe

1. My younger brother is in the habit of telling *unbelievable* stories about himself and his friends. Yesterday he said that they saw a dog as big as an elephant near their playground.
2. Mohan getting a first class was *unbelievable* to many of his friends because he never seemed to study very hard.

Teach also *unbeliever* (n.): one who does not believe what people commonly believe (especially in religious matters).

Translate the explanation.

My uncle never went to a temple or attended any religious ceremonies. Many of our relations called him an *unbeliever*, but in reality he believed in God and had his own way of worshipping.

*moreover* (adv.): in addition, (used to introduce a new statement).

- 1 "Excuse me, I don't want to come to the film. I am tired. *Moreover*, I want to do some work later in the evening," said Mohan to his friends.
- 2 "Let us not take this house, it is not convenient. *Moreover*, the rent is too high," said Mr Das to his wife.

### COMPREHENSION QUESTIONS

- 1 What was Aristotle's statement about falling bodies?
2. What did Galileo discover about them?
3. How did Galileo prove that he was right?
4. Why did the older scholars refuse to believe what Galileo proved?
5. Why did Galileo leave Pisa?
6. What work did he do in Padua?

### SECTION III

#### NEW WORDS

aid	contain	faint
band	(crowd)	(learned)
excitement	excite	(unaided)
object	magnify	
spot		
telescope		

*aid* (n.): something which is a help.

1. How fast that blind man walks along the road with the *aid* of his stick!
  2. A blackboard is a great aid to the teacher.
  3. With the aid of a scholarship given by the university he was able to complete his studies at college.
- Teach also *unaided* (adj.), without being helped.
1. The old man looked after himself, *unaided* by anyone.
  2. My eyes are poor; I can't read *unaided* by glasses.

*band* (n.)

Draw a rainbow with coloured chalk on the b.b. and explain *band* by reference to the bands of colours in the rainbow.

1. You can see *bands* of different colours in the rainbow.
2. I want a white cotton sari with blue bands on it.
3. Look at this pretty plate. I like the golden band round the edge.

*object* (n.). a thing looked at.

Translate the explanation.

1. While travelling in trains children want to sit near the window and watch the trees, houses and other *objects* which seem to move in the opposite direction.
2. I can't see distant objects clearly. I must have my eyes tested.
3. One night I saw a bright object moving across the sky. I thought it was a sputnik and was thrilled.

*spot* (n.): a small mark.

1. She was wearing a green sari with gold *spots*.
2. Smallpox often leaves dark spots on the skin.
3. The teacher was surprised to see spots of blood on Mohan's shirt. "I cut my finger this morning," said Mohan.

*telescope* (n.): an instrument which makes distant objects appear nearer and larger. Tell the pupils that the telescope is a single long tube fitted with powerful lenses. Show the picture of a telescope.

*contain* (v.t.): to have; to hold.

1. This dictionary *contains* only five thousand words and is meant for the use of high-school pupils.
2. "What does this trunk contain?" "It contains the clothes I'm taking with me to Delhi."
3. This jug can contain one litre of milk.

*crowd* (v.i.) to come together in large numbers.

1. "Don't *crowd* round my desk," said the teacher to the pupils. "I will go round and correct your exercises."

2. A car stopped on the road. Seeing a film star in it, a large number of people crowded round the car to look at her.

Teach also *crowded* (adj.)

1. The day before Deepavali the shops were *crowded* with people who were shopping.
2. The Prime Minister addressed hundreds of crowded meetings all over the country just before the elections.

*excite* (v.t.): to cause or rouse strong feelings.

Translate the explanation.

1. "Do not *excite* the animals," was the notice put outside the Zoo.
2. I was greatly excited by the news that I had passed my PUC examination in the first division.
3. The crowd which watched the match became greatly excited when the batsman was nearing his century and was only one run short of it.

Translate the sentences to ensure comprehension.

Teach also *excitement* (n.) related to the verb *to excite*.

1. There was a lot of *excitement* among the boys when they heard that a popular film star was going to visit the school.
  2. Election time is usually a time of great excitement.
- Translate the sentences to ensure comprehension.

*magnify* (v.t.): to make (a thing) appear larger than it really is.

Show pupils a magnifying glass and let them see how it magnifies objects.

1. When you look at a planet with unaided eyes, it looks like a bright star. But when you look at it through a powerful telescope it looks as big as the moon. This is because the telescope *magnifies* the planet.
2. "You don't seem to like work. You always magnify the difficulties and make excuses," said the manager of the bank to the lazy clerk.

*faint* (adj.): dim; not strong.

1. In the *faint* light of the moon the garden looked beautiful.

2. I lay in bed listening to the faint sound of *shahnai* music coming from a distance.
3. The nurse found that the patient's pulse was low and his breathing was faint, so she quickly sent for the doctor

*learned* (adj): having or showing much knowledge.

1. I met the new teacher yesterday. He seems a very *learned* person.
2. The professor gave a learned lecture on everyday life in ancient India. Many students took down notes.

### COMPREHENSION QUESTIONS

1. Why did Galileo take an interest in the telescope?
2. Who invented the telescope?
3. What is the Milky Way?
4. What new facts did Galileo discover about the sun?
5. How did the ruler of Venice reward Galileo?
6. How many times were objects magnified when seen through Galileo's best telescope?
7. How did Galileo find out that the sun revolves around itself?

### SECTION IV

#### NEW WORDS

belief	declare	scientific	besides
the Church	kneel		
(declaration)	(torture)		
knee	try		
torture			
trial			

*belief* (n.): What is believed to be real and true

1. "My *belief* is that he is speaking the truth," said the prisoner's friend to the lawyer.
2. "I haven't much belief in his ability to do the work," said the manager of the bank about the new clerk.

3. His belief in God helped him to face all difficulties with courage.

*the Church* (n.) *The Church* here refers to the Roman Catholic Church and especially the priests in high positions, who ruled this Church and spoke for it. At the time of Galileo they had strong legal powers. Explain this to the pupils, using the mother tongue if necessary.

*knee* (n.) point out the knee.

Teach also *kneel* (v.t.). to go down on the knees and rest on them.

Demonstrate.

1. Little George *knelt* by the side of his bed and said a prayer.
2. The boy knelt on the ground and picked up the books he had dropped.

*torture* (n.): the suffering of great pain caused by someone or something (especially when that is done to get a person to confess or to give away secrets).

Translate the explanation.

1. The prisoner's hand was burnt again and again with a piece of red-hot iron. He could not bear this *torture*, and told the enemy officer where the others of his party were hiding
2. The old woman suffered torture from constant headache.

Teach also *torture* (v.t.): to cause great pain (of body or mind).

1. The enemy *tortured* the war prisoners to force them to give away the secrets of their army.
2. Mrs. Gupta didn't want her only son to become a pilot. She was *tortured* with the fear that he might be killed in an accident.

*trial* (n.): enquiry in a court of law by a magistrate, judge, etc.

Translate the explanation.

1. The prisoner was brought before the magistrate for *trial*.
2. After a trial of three weeks the prisoner was found innocent and set free.

Teach also *to try*, to examine in a court of law.

1. The prisoner was *tried* and sent to prison for three years.
2. The police caught the man who stole my bicycle. The case will be tried by a magistrate tomorrow.

*declare* (v t.) to make known.

Tell the pupils that like the word *state* this word also is used only in certain contexts such as those in the examples below.

1. The government has *declared* that the elections will be held in three months' time.
2. The results of the examination will be declared on Monday.
3. The Principal declared the next day a holiday.

Teach also *declaration* (n.): declaring; that which is declared.

1. The news of the *declaration* of war spread quickly and men got ready to join the army.
2. You can read in this morning's papers the government's declaration that rationing will start next month.

*scientific* (adj.): connected with science, done in the way things are done in science.

1. The thermometer is a *scientific* instrument for measuring heat.
2. Many important scientific books are in English, so if you want to take up higher studies in science, you must learn English well.
3. Ayurveda has been practised in India since ancient times, but we have to make a *scientific* study of it and improve it.

*besides* (adv.): in addition, moreover -- (used to introduce a new statement).

Translate.

- 1 I can't let you have the book. I haven't finished reading it. *Besides*, I have to give it back to the library tomorrow.



2. We should do our best to grow more food in our country, otherwise we shall not be able to feed our growing population. Besides, we cannot always depend on other countries for food.

Also teach *besides* (prep.): in addition to or as well as.

1. *Besides* getting a first class, he also stood first in the whole university.
2. *Alice in Wonderland* was written by a man who, besides being a delightful story-teller, was also a mathematician.

### COMPREHENSION QUESTIONS

1. What did Copernicus say about the earth and the sun?
2. Why did Galileo get into trouble with the Church?
3. What did the Church order Galileo to do?
4. Why did Galileo obey the order?
5. What did the Church do when Galileo wrote a book criticizing old beliefs?
6. Why was Galileo set free after a few days in prison?
7. How did Galileo spend the rest of his life?

## LESSON 13

# Michael Goes Climbing

### SECTION I

#### STRUCTURAL ITEM

**as + adv. + as**

*Presentation* The pupils have already learnt in lesson 12 *as + adj. + as* in such phrases as as good as, as happy as, as brave as, as interesting as, etc. Tell them that now they are going to learn *as + adv. + as*

Write these sentences on the b b :

1. "Ask Mohan to come and see me *as quickly as* he can. I have something important to tell him," said the headmaster to Mohan's friend Raju.
2. He plays the violin *as easily as* he plays the sitar. Underline *as quickly as* and *as easily as* and tell the pupils they are examples of *as + adv. + as*.

Now ask the pupils to fill in the blanks in the sentences below with the following phrases:

as neatly as, as long as, as kindly as, as early as, as often as.

1. The boys decided to start for their picnic ——— possible.
2. The teacher spoke to the new child ——— she could, but the child kept on crying and wanting to go home.
3. "Type this letter ——— you can. And see that you make no mistakes," said the officer to the typist.
4. I have seen that car passing my house - - - twenty times a day.
5. "It will take ——— five days to repair your car," said the mechanic.

## NEW WORDS

citizen	(daring)	hardly
daring	determined	past
descendant	impossible	
determination	possible	
rascal	respectable	
wage		

*citizen* (n.): a person belonging to a country by birth or in law; a person living in and belonging to a city.

1. All *citizens* over twenty-one have the right to vote in this country.
2. Some Indians who have settled down in America have become American citizens.
3. The *citizens* of Madras gave a great welcome to Swami Vivekananda when he came back from America.

*daring* (n.): the quality of not showing any fear of danger.

1. Shivaji was full of *daring*. With only a few soldiers he used to go after much larger enemy forces and fight them.
2. The boy showed great *daring* when, on seeing a big snake in the playground, he ran towards it, caught it by its tail, dashed it on the ground and killed it.

Teach also *daring* (adj.): ready to face any danger without fear.

1. Jumping on and off a moving bus may be a *daring* action, but it is also a dangerous and silly thing to do.
2. Jaisingh was a *daring* man. He told the Emperor, "I'll ride your horse. If I fail, you can put me in prison".

*descendant* (n.)

Translate.

1. The scientist, Darwin, has stated that we are the *descendants* of lower forms of animal life.
2. Nehru was a descendant of a family that belonged to Kashmir.

*rascal* (n): a dishonest or mischievous fellow.

Translate the explanation.

Tell the pupils that the term is sometimes used affectionately for a boy who is full of mischief

1. Don't trust that man; he is a complete *rascal*.
2. "See what Ramesh has done. The rascal has made an April fool of me. He has put salt in my tea," said Mr Das to his wife, after taking a sip.

*wage* (n., usually plural): what is paid for work or service done (especially money paid to labourers and servants).

1. The daily wages of unskilled labourers in this factory are four rupees for a man and three for a woman
2. "Master, you know how high prices have gone up. Please raise my wages," said the cook to Mr. Ghosh.

*determined* (adj.): related to the verb *to determine* (v.i.), firm in deciding and acting.

Translate the explanation.

1. He was a *determined* man. When he had decided to do a thing, nobody could stop him from doing it.
2. "You should make a determined attempt to win the cup this year," said the Physical Director to the school hockey team.

Teach also *determination* (n): being determined or firm in one's purpose.

1. Although Jaisingh and his army fought with great *determination* they lost the battle because the Nawab's army was too large for them.
2. Nothing could shake Gandhiji's determination to keep to the principles of *satyagraha* in his fight for India's freedom.

*impossible* (adj.): which cannot be done or which cannot happen.

1. It is *impossible* for one man to lift this box. It is too heavy.
2. The hero in this film does impossible things. He jumps from the ground to the top of a tree, kills lions and tigers with a blow of his hand, and fights fifty men at the same time to save the heroine from the wicked king!

3. He found it impossible to complete his work in time because he suddenly fell ill.

Translate the sentences to ensure comprehension.

Teach also *possible* (adj.): which can be done or which can happen.

1. Ten years ago, nobody would have thought it *possible* for men to go to the moon. Now we know it is quite possible.
2. Come as early as possible tomorrow; we can finish the homework before class begins

*respectable* (adj.): worthy of respect; spoken well of, because of one's conduct, character, etc.

Translate the explanation.

1. "I am ready to give my daughter to him," said Mr. Prabhu "He has a good character and his parents are *respectable* persons."
2. A teacher may not earn a high salary but his job is a highly respectable one.

*hardly* (adv.): only just; with difficulty; almost not.

1. He had *hardly* a week to study for the examination.
2. He could *hardly* speak, he was so tired.
3. The questions in the paper were very difficult and *hardly* any boy could answer them well.

*past* (adv.): so as to pass by.

1. He walked *past* without speaking to me. He seemed to be troubled about something.
2. Everybody quickly moved to the sides of the road as the fire engine went *past*.

Teach also *past* (prep.).

1. "It is *past* nine o'clock, let's have our dinner," said Mr. George, switching off the radio.
2. Motorists should not horn when they drive *past* hospitals.

Translate the sentences to ensure comprehension of *past* as prep.

## COMPREHENSION QUESTIONS

1. What were the two women talking about before they saw Michael?

2. Why did one of the women feel that Michael would come to a bad end?
3. Why did the other woman feel that Michael would go far?

## SECTION II

### NEW WORDS

breath	bend	frightful	invitingly	beneath
desire	gaze	giddy	meanwhile	over and above
figure	glance	golden	presently	
giddiness	idle	tight	tightly	
heart	manage			
look-out	notice			
mischief	outline			
nerve	point			
sight	slate			
slate	stretch			
someone				
spire				
tower				
vane				

*breath* (n.): the taking in and letting out of air by the lungs.

*out of breath* = having difficulty in breathing.

1. I ran very fast to catch the bus, and was *out of breath* when I got into it.
2. Aneel almost won the race, but just before he reached the post he was completely out of breath and had to stop running.

*desire* (n.): a strong wish.

1. Habeeb has a *great desire* to see Europe after he finishes his studies.
2. Some people's desire for money is very great. They have no other interest in life.

*figure* (n.): a human form.

Translate the explanation.

1. This tall and well-built young man has a fine *figure*.

2. I heard my dog bark and when I looked out of the window, I saw a figure quickly moving out of the garden.

*heart* (n.)

Translate giving both these meanings:

a. the heart as a physical organ; b. the heart as the seat of feelings

1. The doctor said that Mr Premji had a weak *heart* and should not overwork.
2. My brother has a very kind *heart* and is always ready to help others.

*look-out* (n., sing only) *to be on the look-out*, to try to find by watching for or searching for (something, someone, etc.).

1. "I am on the *look-out* for a job. Can you help me?" asked my friend.
2. The police were on the *look-out* for the lorry which had knocked down the lamp-post.
3. My little brother is always on the *look-out* for something to eat.

*mischief* (n.): action or behaviour that causes trouble, harm, damage, etc.; something done in fun, or a trick played by someone to trouble another.

1. He did me a lot of *mischief* by spreading lies about me.
2. Mohan was full of *mischief*. Yesterday when Grandfather was sleeping in the armchair he burst a paper bag behind him!

Teach also *mischievous* (adj.) related to *mischief* (n.).

1. He spread *mischievous* lies about me (harmful)
2. The boys in this class are very *mischievous* but they are good at their studies. (playful, full of tricks)

*nerve* (n.). courage.

Let us send Mohan to ask the Headmaster for a holiday. He is the only one among us who has the *nerve* to go and talk to the Headmaster

*to have iron nerves*, to have no fear at all.

Look at that boy running on that high, narrow wall. He seems *to have iron nerves*.

*sight* (n.): something seen (in pl.) interesting objects, buildings, etc. of a place.

1. It was a fearful *sight* to see the aeroplane falling to the ground in flames (translate *in flames*)
2. We took our visitor around the city and showed him all the *sights*.

*someone* (n.). already taught in Lesson 2.

*tower* (n.)

Show the picture in the pupil's book and point out the tower. Also show the picture of a temple tower.

*spire* (n.)

Show the picture in the pupil's book and point out the spire.

*vane* (n.): a weather cock or anything else put up to show from which direction the wind is blowing.

Translate the explanation in the pupil's book and point out the vane in the picture in the pupil's book.

*bend* (v.t. & i.)

Demonstrate and say:

- a. I am *bending* this piece of cardboard. (v.t.)
  - b. I am *bending* down to touch my knees. (v.i.)
1. Sri Rama, in the *Ramayana*, was the only person who could *bend* King Janaka's bow.
  2. The tall man *bent* forward to talk to the child.

*gaze* (v.i.): to look long and fixedly (at, on or upon something).

Translate the explanation.

1. I *gazed* with surprise at my friend when he appeared suddenly at my house. I did not know that he had come back from America.
2. The people *gazed* with wonder at the man in the circus putting his head into the lion's mouth.
3. My astronomer friend *gazes* at the stars night after night.

*glance* (v.i.): to take a quick look

1. As I *glanced* through the window, I saw a little boy picking flowers from my garden.



2. Before explaining the lesson, the teacher glanced round the class to see if all the boys had opened their books.
3. The man sitting in the next seat turned his head and glanced at me every now and then. I suddenly remembered that I had met him at a party some time before.

*idle* (v.i. & t.): not use one's time to any purpose.

1. "You are just *idling* about, doing nothing. Why don't you come and help me to repair this bicycle?" said his father to Habeeb.
2. My brother always wants to be doing something. He never likes to *idle* his time away

*manage* (v.i. & t.): to succeed in doing something; to conduct; to control.

Translate the explanations.

1. Though he missed his bus he *managed* to reach the office in time, because a friend gave him a lift in his car.
2. My elder brother manages a cloth mill in Ahmedabad.
3. The Emperor was pleased to see how well Jaisingh managed the horse

*notice* (v.t.) to see or to pay attention to.

1. "I *notice* that you are looking very tired. What is the matter?" said Raju to his friend.
2. All the boys crowded round Asif looking at his new watch. Nobody noticed the teacher entering the class and sitting quietly at his desk!

*outline* (v.t.) to show an object in outline.

First draw the outline of any object or an *outline map* and explain the meaning of *outline* (n.) = a line or lines marking only the edges of a figure or object.

1. Let us have a black curtain at the back of the stage. The figures of the dancers will be clearly *outlined* against it.
2. As our train neared the town we saw the tall towers of a big temple *outlined* against the sunset sky.

*point* (v t. & i.)

Translate.

Also demonstrate by pointing to something and saying:  
I am pointing at/to . . . .

1. The geography teacher *pointed* with a stick at the different cities of Europe on the map and told the boys something about each.
2. He pointed to a house across the road and said,  
" That is where I live."

Teach also to *point out* (v.t.) to show or draw attention to (something).

The teacher *pointed out* six spelling mistakes in Mohan's exercise and asked him to correct them.

*slate* (v.t.): to cover with slates {*slate* (n.) known word}.

In some countries in Europe the roofs of houses are *slated*. In India we use tiles or thatch for the roofs

*stretch* (v.i. & t.): to be spread over a certain length or distance; to make longer or straighter.

Translate the explanations.

1. The road in front of us *stretched* for three miles before entering the town.
2. The Milky Way stretches right across the sky from side to side.
3. The policeman *stretched* out his arm to hold back the traffic.
4. Have you seen a giraffe, the animal with a long neck which it stretches when it eats the leaves from a tall tree?

*frightful* (adj.) causing great fear.

Translate the explanation.

1. I saw a man run over by a car. It was a *frightful* sight and I could not forget it for many days.
2. The soldier was caught by the enemy and put to frightful torture. Even then he would not speak a word.

*giddy* (adj.): having a kind of sickness in the head and feeling that everything around is spinning and one is going to fall.

Translate the explanation.

1. I had been working for many hours; suddenly I began to feel *giddy* and realized that I had forgotten to eat my lunch, and was very weak with hunger.
2. We had climbed to the top of Kutub Minar. When I looked down from there I felt *giddy* and had to catch hold of my friend's arm to keep myself from falling.

Teach also *giddiness* (n.) related to *giddy*.

1. He often suffered from *giddiness*, so he was afraid to go out alone.
2. The doctor told my uncle that his *giddiness* was due to loss of strength and that he must take a tonic.

*golden* (adj.): having the colour of gold, made of gold.

1. The sun setting against a *golden* sky is very beautiful to watch.
2. Mary's uncle bought her a doll with blue eyes and beautiful golden hair.
3. Leela's mother gave her a pair of *golden* bangles on her eighteenth birthday.

*tight* (adj.): not loose but firm or firmly held.

Translate the explanation.

1. "This shirt is too *tight* for me. Give me the next size," said Ravi to the shopkeeper.
2. Little Raju kept a *tight* hold of the conductor's arm and refused to leave the bus.

Teach also *tightly* or *tight* (adv.).

1. The policeman held the thief's arm *tightly/tight* when he was taking him to the police station.
2. It was very cold and she held her woollen shawl *tightly* round her.

*invitingly* (adv.): so as to attract.

Translate the explanation.

1. The dinner was spread *invitingly* on the table.

2. The guavas hung invitingly on the tree near the wall and our gardener had a hard time trying to keep the boys off them.

*meanwhile* (adv.): during the time mentioned (used to introduce a new statement).

Translate the explanation, and also the word, if there is an equivalent in the mother tongue

1. "I'll come in the evening again. *Meanwhile*, give your child this medicine once every three hours," said the doctor.
2. Rama went after the golden deer. *Meanwhile*, Ravana came to Rama's hut and carried Sita away.

*presently* (adv.): soon, after a short time.

1. "Go back to your seats. I'll come round *presently* and correct your exercises," said the teacher.
2. The match started. *Presently* it began to rain and the players had to come back to the tent.

*beneath* (prep.): below, under.

We sat *beneath* a big banyan tree and had our lunch.

Teach also *beneath* (adv.): in a lower place.

The aeroplane was flying very high and the clouds *beneath* hid the ground from the passengers' sight.

*over and above* (prep., phrase): in addition to.

1. *Over and above* his pay, he got Rs. 100/- for working on holidays.
2. *Over and above* being a very learned man and a good teacher, he is a fine actor.

## COMPREHENSION QUESTIONS

1. What was Michael doing in the market place?
2. Why were the ladders placed against the church spire?
3. What did Michael want to do when he saw the golden ball on the top of the spire?
4. Why did Michael not want to be noticed by the workmen?
5. What surprise did Michael give the people of the town?
6. What happened in the market place then?

## SECTION III

## STRUCTURAL ITEM

## The Infinitive as Subject

*Presentation* Write these sentences on the b.b. underlining the Infinitives:

1. *To fly* in an aeroplane for the first time is a thrilling experience.
2. *To play* with fire is dangerous.

Tell the pupils that in these sentences the underlined Infinitives form the subjects of the sentences. Also tell them that *to play* and *to fly*, here, have more or less the same meaning as *flying* (n) and *playing* (n.).

Now ask, pointing to each sentence:

T: What is a thrilling experience?

P: To fly in an aeroplane.

T: What is dangerous?

P: To play with fire.

Write a few more examples on the b.b. and ask relevant questions as above:

1. To give advice is easy; to set an example is difficult.
2. To win the first prize is his great desire.
3. To send out the invitations is the next thing we have to do.
4. Not to tell the truth will get you into trouble.

Now ask the pupils to fill in the blanks in the given sentences with the following Infinitives:

to continue, to grow, to learn, to build, to take up, to serve, not to speak.

1. ----- a house these days is very expensive.
2. Gandhiji used to say, "----- the poor is to serve God"
3. ----- English well will be very useful to you.
4. ----- more food is the need of the hour for our country.
5. ----- all of others is a good principle.

- 6 a job or ——— his studies was the question before John.

### NEW WORDS

base	ache	humiliating	backward
foothold	crash	steady	forward
humiliation	descend	stiff	somehow
point	lean		steadily
rescue	rescue		
snatch	slide		
stairway			
strip			
toe-cap			
trapdoor			

*base* (n.): that on which a thing stands.

Draw a pillar or a statue and point out the base.

1. There was a statue near the bus-stop, and the *base* of the statue was used as a seat by the boys who were waiting for the bus.
2. Draw a triangle with a base two inches long.

*foothold* (n.): a safe place for resting the foot (or feet) on.

1. The man who broke into our house last night had used some holes in the wall as *footholds* to climb into my room.
2. We could not climb the rock on the top of the hill. We found no footholds on it.

*humiliation* (n.): being put to shame.

First teach *humiliate* (v.t.): to put to shame or lower the self-respect of (someone).

Translate the explanation.

1. The clerk felt *humiliated* when the manager shouted at him in front of the other clerks in the office.
2. Aurangzeb had his brother, Prince Dara Shukoh, painted black and driven round Delhi on an ass. He humiliated him in this way before putting him to death.
3. When I was in school, the teacher, one day, made me stand in front of the class and say, 'I am

an ass'. I could not stand this *humiliation* and didn't go to school for a whole week afterwards.

4. The chess champion could not bear the humiliation of being defeated by a young boy. He jumped into the sea and died!

Teach also *humiliating* (adj.)

1. Gessler, the governor, gave the *humiliating* order to the Swiss that everyone should bow to his hat which was placed on a pole in the market-place.

*point* (n.): a place or spot.

1. The highest *point* of the Himalayas is the top of Mount Everest.
2. Policemen stood at different *points* of the road along which the President was to pass.

*snatch* (n.).

First teach *snatch* (v.t.).

Demonstrate by snatching a pencil from a pupil.

Say: I *snatched* the pencil from ———'s hand. (b.b.)

Next tell one of the pupils: Snatch that ..... from ..... 's hand. Then say: So-and-so snatched the ——— from so-and-so's hand. (b.b.).

Now teach *snatch*: (n.) act of snatching.

1. "Look, you shouldn't take the book with a *snatch*, like that. You receive it properly and say 'Thank you'," said the teacher to Ramesh when he snatched his exercise book from the teacher.
2. Mohan lost his foothold and fell from the top branch of the tree. Luckily he caught hold of a branch beneath with a quick *snatch* and saved himself from falling to the ground.

*stairway* (n.)

Translate.

1. The *stairway* that takes you up Kutub Minar goes round and round.
2. The children ran up and down the stairway in their grandmother's house.

*strip* (n.): a narrow, flat piece of material; or a long, narrow piece of land.

Show in the picture of the tower in the *Reader* the strips of wood into which the slates are fixed.

1. When John cut his finger, his sister quickly tore a *strip* of cloth and tied it round his finger to stop bleeding.
2. The two brothers quarrelled over a strip of land. Their father stopped the quarrel saying, "Now I am not going to give this strip to either of you. I am going to give it to the village temple."

*toe-cap* (n.): that part of a shoe which covers the toe.

Draw a picture of a shoe and show the toe-cap.

*trapdoor* (n.): a door in a floor or roof.

*ache* (v.i.): to be in pain.

Translate.

1. I have been writing the whole morning and my fingers are *aching*.
2. When we were climbing the hill, half way up my brother said, "I can't climb any more, my legs are *aching*."

Now teach *ache* (n.).

The teacher looked at Suresh and said, "Every day you have some ache or other and want to go home. One day it is toothache, the next day a headache, the third day a stomach-ache!"

*crash* (v.i.): to fall suddenly or dash against something, with a loud noise (and break).

1. The car *crashed* into the gate but luckily no one inside the car was hurt.
2. The aeroplane was caught in a storm and crashed on a hillside.

*descend* (v.i. & t.): to come down.

1. After resting on the top of the hill for half an hour, we began to *descend*.
2. While *descending* the stairs, the old man slipped and fell.



*to be descended from*: to have as one's grand-parents or great-grand-parents.

*He is descended from* a family of Rajahs

*lean* (v.i.)

Demonstrate and say: I am *leaning* against the wall. (b.b.)

Draw a ladder leaning against a tree and say,

The ladder is leaning against the tree. (b.b.)

Tell the pupils about the leaning tower of Pisa and why it is called so. (Because it is leaning and not standing straight.)

Also tell the pupils that in class they should sit straight and not lean over their desks. (You may find some boy leaning over the desk and giving you the chance to say this)

*rescue* (v.t.): to set free from enemies, to save from danger.

1. The hero *rescued* the heroine from the wicked king's palace where she was a prisoner.
2. The firemen quickly ran up the ladder and rescued the child from the room upstairs

Teach also *rescue* (n.).

1. The hero planned the *rescue* of the heroine from the wicked king's palace with the help of his two friends. They decided that the rescue must take place at night.
2. I was attacked by two men on the road, luckily a policeman who happened to pass by on a bicycle came to my rescue, and seeing him the two men ran away.

*slide* (v.i.): to move smoothly down along a surface (as over ice, etc.).

Translate the explanation

Tell the pupils about the slide usually found in children's parks and playgrounds. Draw a picture of a slide and say,

Children love to *slide* down a slide.

- 1 There was a smooth rock on the hill near our village and we boys loved to climb the rock and *slide* down.
2. Sliding on ice is a sport which people in cold countries can enjoy.

*steady* (adj.): sustained and unchanging, not moving

Translate the explanation and the sentences below to bring out the meaning.

1. Long-distance buses run at a *steady* speed most of the way.
  2. He joined school late, but by steady work day after day he caught up with the other boys.
  3. This table shakes, it is not *steady*. It must be repaired.
  4. "Please keep steady," said the photographer when he was about to take the picture of the class group.
- Teach also *steadily* (adv.): regularly, on and on.

1. The roads were damaged by the rains which fell *steadily* for four days
2. He worked *steadily* for six months and finished writing his new book.

*stiff* (adj.): not easily bent.

1. He put the photograph between two pieces of *stiff* cardboard, packed it and sent it by post.
2. I can't work any more; my fingers are stiff with pain.

*backward* (adv.): towards the back.

1. He quickly moved *backward* when he saw the cobra in front of him
2. When the thief looked backward and saw a policeman following him, he began to run.

*forward* (adv.): towards the front.

1. The minister bent *forward* to shake hands with the little boy who was receiving the prize.
2. "Come a few steps forward," said the drill master to the boys who stood in a line.

*somehow* (adv.): for some reason or other, in some way or other.

1. I don't know why, but *somehow* he seems very unhappy.
2. We must *somehow* finish the work before six o'clock today.

## COMPREHENSION QUESTIONS

- 1 Why did Michael want to get down and be off quickly?
2. What had happened meanwhile?
3. Why did Michael not want to be rescued?
4. How did Michael manage to gain a foothold?
5. Why couldn't Michael slide down the wall with his arms round it?
6. How did he save himself from falling down?
7. How did he reach the stairs from the base of the wall?

## SECTION IV

## NEW WORDS

admiral	
control	
fleet	bedridden
navy	
reputation	

*navy* (n.): all the warships of a nation and the organization connected with them.

Translate the explanation.

Talk about a) the Indian Navy, the American Navy, etc.

b) the officers and men of the Navy,

c) joining the Navy

*fleet* (n.): a number of warships that sail together under one commander.

*admiral* (n): the commander of a fleet.

*control* (n.) related to *control* (v., already taught in Lesson 7), having power (over something); controlling (something).

1. He is too kind to his children and has no *control* over them.
2. He had good *control* of the car even when he was driving very fast.

*reputation* (n.) good fame, i.e. the good idea, opinion or belief that others have of one's character; the fame one has for some special quality (usually deserving praise but sometimes also bad).

Translate the explanations and the sentences below.

1. He is a man of good *reputation*. People think well of him, respect him and trust him.
2. Lincoln had a *reputation* for being kind to animals.
3. Mohan has won the reputation of being the idlest boy in his class

*bedridden* (adj.). forced to keep to bed because of illness

My uncle broke his leg, falling from the stairs, and was *bedridden* for six weeks.

### COMPREHENSION QUESTIONS

1. What qualities did Michael show in the adventure?
2. How did these qualities help him in his later life?

## LESSON 14

# The Pound of Flesh

### SECTION I

#### NEW WORDS

cargo	dislike	generous	abroad
(cause)	insult		frequently
fortune	invest		
grudge	lend		
interest	provide		
opportunity	spit		
port			
revenge			
suitor			
sum			
trade			

*cargo* (n.): the goods carried in a ship or in an aeroplane.

1. This is a passenger ship but it is also carrying a *cargo* of rice from Burma.
2. The ship is waiting for the cargo to be unloaded.

*cause* (n) reason

1. The doctor said that the *cause* of the patient's death was heart failure.
- 2 It was Dr. Ronald Ross who first discovered the cause of malaria — the germs carried by a certain kind of mosquito. Before that, people thought it was caused by bad air.

*fortune* (n.): wealth or a large sum of money; good luck.

1. Mr Mehta has made a large *fortune* buying and selling houses
- 2 He had the good *fortune* to get a very well-paid job after he passed his B Com examination.

*grudge* (n.): feeling of anger and ill-will (against someone for harm or insult suffered).

Translate the explanation.

1. Be careful, that worker has a *grudge* against you because you punished him for idling
2. I have no *grudge* against him although he has spoken against me to my boss.

*interest* (n.)

Translate.

1. The *interest* you get on Defence Bonds is free of income tax.
2. Money-lenders usually charge a much higher rate of interest than banks.

*opportunity* (n.): a convenient time or a good chance for something or to do something.

1. When Gopal went to England with the scout team, he had an *opportunity* to meet the Queen.
2. "When I find an opportunity, I shall speak to the Principal and ask him if he can give you a scholarship," said Professor Rao to his student, Anand.
3. I once had an opportunity of listening to Sarojini Naidu reading one of her own poems.

*port* (n.): a harbour; a town or a city with a harbour; a place of call for ships.

Translate.

1. The ship in *port* has come from Germany bringing a cargo of steel.
2. Bombay and Calcutta are the two biggest *ports* of India.

*revenge* (n.): the act of paying back injury for injury; (*injury* = harm or evil done).

Translate.

1. Bhima, in the *Mahabharata*, was determined to take *revenge* on Dussasana for Dussasana's attempt to dishonour Draupadi; and he had his revenge when he killed him on the battlefield
2. All great religions teach that a man should forgive his enemies and not take revenge on them

*suitor* (n.): a man who wants to win the hand of a woman in marriage and tries to make her agree to marry him.

1. Damayanti who had many *suitors* chose Nala because she was in love with him.
2. It was difficult for the king's daughter to choose between her two suitors, because both were brave and handsome princes.

*sum* (n.): here, an amount of money.

1. Mr. Das said, "A house in the city costs a large *sum* of money, so I am going to buy one in a village not very far from the city."
2. Mr. Raghavan had to borrow a large sum of money from his friend for his daughter's marriage.

*trade* (n.): commerce.

Translate the meaning.

1. In the olden days, India had a large *trade* with distant countries in carpets, silks and spices.
2. The trade between the two countries came to a stop when war was declared.

*insult* (v.t.): to treat a person in such a way as to humiliate him or hurt his pride and self-respect

1. The crowd *insulted* the leader of the opposite party by burning his picture.
2. The milkman felt insulted when Mrs Gopi said he had put water into the milk.

*dislike* (v.t) not to like (something or some person).

1. My father *disliked* onions and would not eat anything with onions in it
2. Mr. Bell is a great lover of dogs, but he dislikes cats

*invest* (v.t.): to use money in such a way as to get a profit or an income from it.

1. The Bank Manager advised Mrs. Singh to *invest* her money in the bank's shares.
2. He decided to invest the money he got from his father in setting up a small shoe shop.

*lend* (v t) : to give a person something (or the use of something) for a period of time, after which the thing must be given back.

1. "Can you *lend* me your typewriter for an hour? I want to type an article I am going to send to the papers," said Mr Gupta to his neighbour. "Sorry," replied his neighbour, "I never lend my typewriter to anyone."
2. Our school library lends the students two books at a time

*provide* (v t.): to supply, to give.

1. Our school *provides* a midday meal to two hundred pupils every day.
2. His uncle provided him with a job in his company.
3. He provided himself with a large sum of money when he went abroad.

*spit* (v.i)

Translate.

1. The medicine was so bitter that he *spat* it out the moment he put it in his mouth.
2. Some people spit everywhere. This is a dirty habit.

*generous* (adj.): free in giving or helping; noble-minded.

Translate.

1. He was a very *generous* man, and helped a number of poor students with money for their school fees and for books and clothes.
2. Mr. Mehta was very generous when the School Committee asked for his help to build an assembly hall. He gave the school all the money needed for this purpose himself.
3. Alexander was *generous* enough to set Porus free and give him back his kingdom.

*abroad* (adv.): in or to a foreign country.

1. I want to save enough money to travel *abroad* and see other countries.
2. Nehru had his university education abroad.
- 3 I didn't buy this car in India I bought it abroad.



Teach also *from abroad*, from a foreign country.  
We have to pay duty (i.e., tax) on many kinds of goods that are brought into the country *from abroad*

*frequently* (adv.) : often.

1. "You must promise to write to me *frequently*," said Gopal's mother when he was going abroad.
2. Rain fell frequently during the match and spoilt the game.

### COMPREHENSION QUESTIONS

1. Why was Antonio liked and respected by everyone?
2. Where did Portia live?
3. Why did Bassanio need money?
4. Was Antonio rich?
5. Why could he not give Bassanio the money he wanted?
6. How did Antonio spoil Shylock's business?
7. How did the Christians of Venice treat the Jews?

## SECTION II

### STRUCTURAL ITEM

#### Adverbial Clause (with *as soon as*)

*Presentation.* Write this sentence on the b.b.

*As soon as the bell rang, the boys rushed into the class.*

Tell the pupils that the italicized words form an Adverbial Clause beginning with *as soon as*. The sentence tells us what happened very soon after the bell rang. It has the same meaning as *the bell rang and at once the boys rushed into the class.*

Now ask the pupils to combine the following pairs of sentences using *as soon as*, as in the two examples given.

- Examples.* 1. His mother left the room (What happened then?)  
At once the child began to cry.  
As soon as his mother left the room, the child began to cry.

2. The gun was fired. (What happened then?)  
At once everybody stood up and was silent for two minutes

As soon as the gun was fired, everybody stood up and was silent for two minutes.

1. The bus came.  
At once everybody rushed to get into it
2. The thief saw the policeman.  
At once he ran away.
3. The beggar entered the gate.  
At once the dog began to bark.
4. He received the telegram telling him that his mother was ill  
At once he left for home.
5. The chief guest arrived.  
At once the games began.

Now write this sentence on the b.b.:

Mohan must come and see me *as soon as he returns*.

This sentence tells us *when* Mohan is to see the speaker. In such sentences which answer the question *when*, the *as soon as* clause comes after the principal clause.

Now ask the pupils to make five meaningful sentences matching columns A and B.

A		B
<i>Principal Clause</i>		<i>Adverbial Clause</i>
Asif wanted to take up a job		you complete your homework.
Return the book to the library		play is over?
You can go out and play	as soon as	he passed his B.A
I always have a cup of tea		you finish reading it.
Will you telephone me the result of the match		I return home from work.

## NEW WORDS

bond	expect	due	perfectly
payment	pretend	willing	
penalty	repay		
risk	(risk)		
	suppose		

*bond* (n.): a written agreement or promise, usually about money.

1. He signed a *bond* and took the money from the money-lender.
2. When we were children my brother and I one day signed a *bond* that we would always stand by each other against the grown-ups.

*payment* (n.): the act of paying; the amount paid.

1. I gave a cheque to the shopkeeper but he said he wanted *payment* only in cash.
2. I have bought a radio for which I have to make twenty monthly *payments* of Rs. 25.00.

*penalty* (n.): a punishment for breaking a law or rule or an agreement.

1. If a pupil loses a library book he has to pay the cost of the book and a *penalty* of one rupee.
2. If you don't get your new radio licence in time, you will have to pay a *penalty*.

*risk* (n.): a possibility or likelihood of meeting danger, harm, suffering, loss, etc.

Translate the explanation.

1. If you cross the road without looking when there is heavy traffic on it, you run the *risk* of being knocked down.
2. "Don't lend money to this man. There is every risk of your losing it," was the advice given by Mr. Das to his friend.
3. I shall go by taxi to the station and be there well in time. I don't want to take the *risk* of missing the train.

*risk* (v t): to expose (something) to the possibility of danger, harm, suffering, loss, etc.

Translate the explanation and the sentences below.

1. He *risked* his life to save the child from the burning house
2. He risked and lost a whole fortune in betting on horses.

*expect* (v.t.) to look forward to or wait for something to happen or come.

Translate.

1. Ramesh had answered his examination papers very well and *expected* to get a first class.
2. We have had very good rains this year and we expect a good harvest.

*pretend* (v.t. & i.) to appear, on purpose, to be something (or to be doing something), but not really so.

Translate.

1. Every time my servant wants leave, he *pretends* that he is ill
2. Mohan *pretended* to be asleep when his mother came to give him the medicine.

*repay* (v.t.): to pay back.

1. I had to go to court to make my neighbour *repay* the money he had borrowed from me
2. Ramesh's friend had looked after him with great care during his illness. "How can I ever repay your kindness?" said Ramesh to him.

*suppose*: to think or imagine; to accept (something that follows) for the time being.

1. Why do you *suppose* I am angry with you? I am not.
2. *Suppose* I give you ten thousand rupees now; tell me quickly what you will do with it.

*due* (adj.) to be paid; expected.

1. The landlord said to my neighbour, "Your rent was *due* at the beginning of the month; today it is the fifteenth and still you haven't paid it"
2. The train is *due* at 9 o'clock
3. The headmaster is due to speak to the boys this afternoon.

*willing* (adj.): ready to do what is needed.

1. "I am *willing* to pay more if you give me good milk," said Mrs. Das to the milkman.
2. "Are you *willing* to take this job right now?" said the manager to the young man.

*perfectly* (adv.) quite or completely.

1. I am *perfectly* happy in this house; I don't want to move to another.
2. Your answer is *perfectly* correct.

### COMPREHENSION QUESTIONS

1. Why did Shylock say he would lend the money free of interest?
2. What was the bond he wanted Antonio to sign?
3. Why did Bassanio beg Antonio not to sign it?
4. Why did Antonio agree to sign the bond?

## SECTION III

### NEW WORDS

situation  
suit

bid (farewell)  
claim

dreadful  
serious

indeed

*situation* (n.): a state of affairs, a condition.

Translate.

1. When Michael wanted to climb down he found that the ladders had been removed! Any other boy would have lost his nerve in that *situation*. But Michael kept perfectly cool.
2. The harvest this year was very good and the food situation has improved as a result.

*suit* (n.): a case in a law court making a claim.

Translate the explanation.

The landlord brought a *suit* against his tenant for not having paid the rent for six months.

*bid farewell*: to say good-bye.

The students went to the airport to *bid farewell* to their teacher when he went abroad.

*claim* (v.t): to say that a thing belongs to one or that one ought to have it.

Translate the explanation and the sentences below.

1. When the policeman caught the thief who had run away with my watch, the fellow *claimed* that the watch was his!
2. The clerk was dismissed because he was very lazy. He *claimed* a month's salary because he had not been given a month's notice.

*dreadful* (adj.) terrible, fearful.

1. The express train crashed into a goods train standing at the station. It was a *dreadful* accident. Ten people were killed and many others were injured.
2. In the year 1934 there was a dreadful earthquake in Bihar and hundreds of people died in it.

*serious* (adj.): here, difficult, likely to be dangerous.

1. The doctor told Mr Prabhu that his son's illness was *serious* and he must be immediately taken to hospital.
2. The clerk was dismissed because he made a serious mistake which cost the company over Rs. 20,000/-.

*indeed* (adv.) really, in fact (used to lend emphasis).

1. "Yes, I'll come to see the film with you. *Indeed* I am eager to see it," said Ramesh to Mohan.
2. Ashok hasn't come to school because he is not well. *Indeed* he is very ill and may have to stay in bed for quite some time.

## COMPREHENSION QUESTIONS

1. Why was Antonio unable to pay Shylock after three months?
2. What did Shylock do then?
3. Why did Antonio send for Bassanio?
4. What did Bassanio take with him when he went back to Venice?

5. Who was Bellario ?
6. What did Portia get from him ?

## SECTION IV

## NEW WORDS

appeal	appeal	intelligent	according to
disguise	conduct	merciless	
favour	insist		
mercy	mention		
presence	sharpen		
suggestion	step		
	suggest		

*appeal* (n.) an earnest call to someone (for something or to do something).

1. The Bishop made an *appeal* to the people attending the service for money to repair the old church.
2. The Prime Minister's appeal brought nearly five crores of rupees in one week for the Famine Relief Fund.

*appeal* (v.1.): to ask earnestly for something or for something to be done.

1. The prisoner *appealed* to the judge to pardon him, saying that it was the first time he had broken the law.
2. The Headmaster *appealed* to the boys to collect money on Flag Day.

*disguise* (n.): changed appearance (by the changing of dress, etc.) in order to hide, or keep secret, what one really is.  
Translate.

1. "See that beggar sitting near that shop. He is one of our men in *disguise*," said Inspector Jamal to his friend.
2. We read in old stories about kings who went round in disguise to find out what the people were saying and doing.

3. The thief escaped from jail in the disguise of a woman.

Teach also *disguise* (v.t.)

Ravana *disguised* himself as a *sanyasi* and came to Sita and asked for alms.

*favour* (n.), *in favour of* on the side of.

1. The court decided the case *in favour* of the tenant, and the landlord had to pay the cost of the suit.
2. Most of the boys were in favour of having a Hindi play for School Day.
3. Rahim's father was not in favour of his son's becoming a pilot.

*mercy* (n.)

Translate.

1. The man appealed to the judge for *mercy*, saying that he had stolen the money because his children had no food.
2. The enemy soldiers burnt and killed, showing no mercy even to the women and children of the town.
3. The dying man prayed, "Have mercy on my soul, O God!"

*presence* (n.)

Translate.

*in the presence of* = in front of (someone or some persons).

1. The old man signed his will *in the presence* of two persons.
2. Mohan frequently tries to show off in the presence of girls. (Translate)

*conduct* (v.t.): to manage or to carry on.

Translate.

1. The young lawyer *conducted* his first case with great skill and the judge was pleased.
2. Rahim conducted his father's business quite well when his father went abroad for some months.
3. In Roman Catholic churches a part of the service is sometimes conducted in Latin.



*insist* (v.t. & i.): to state very firmly, to ask firmly and repeatedly for something or for something to be done

Translate the sentences below.

1. The servant *insisted* that he had not broken the plate and should not be fined.
2. The boy in the train insisted on sitting near the window and putting his hand out.
3. The teacher insisted on the boys coming on time.

*mention* (v.t.): to say or to refer to or to name.

1. The Superintendent promised to *mention* to the manager the clerk's request for a higher salary
2. I remember he mentioned that he was going to Bombay.
3. "I am sorry I have lost the library book. What is the penalty mentioned in the rules?" asked the pupil.
4. Mention some of the important cities of India.

*sharpen* (v.t.): to make sharp.

1. Mohan *sharpens* his pencil ten times a day!
2. "We must get this kitchen knife sharpened. I can't even cut butter with it!"

*step* (v.i.): to take a step or go a short distance.

1. As the President *stepped* on to the platform, the band began to play.
2. The bride stepped into the room looking very charming in her wedding dress.

*suggest* (v.t.) to propose, to put forward for consideration (a plan, etc.).

Translate the explanation and the sentences below

1. Mohan *suggested* that they should go to Golconda Fort for their picnic, and all the boys agreed.
2. "I suggest that you invest your money in a house," said the family lawyer to Mr. Rajendra.
3. The old boys of the school have been asked to suggest a plan for collecting money to build an assembly hall.

*suggestion* (n.) what is suggested.

1. The boys accepted Mohan's *suggestion* that they should go to Golconda Fort for their annual picnic
2. Mr. Rajendra did not accept his lawyer's suggestion for investing his money.

*intelligent* (adj.)

Translate.

1. He doesn't work hard, but is quite *intelligent* and manages to do well in his examinations.
2. The elephant is said to be very intelligent.

*merciless* (adj.) without mercy, cruel, showing no pity.

1. The poor man begged the money-lender for some more time to repay the sum he had borrowed. But the money-lender was *merciless*, he went to court and got the poor man put in jail.
2. "God will punish you for this merciless act," said the old man to the king who had ordered the old man's son to be put to death.

*according to* (prep): as stated in, in the manner laid down or suggested by

Translate the sentences below to get the meaning across.

1. *According to* the rules, you cannot be admitted to a college before you are fifteen.
2. *According to* the newspaper report, sixty people were hurt in the train accident.
3. The temple was built *according to* the plan suggested by the king's guru.

## COMPREHENSION QUESTIONS

1. How did Portia disguise herself?
2. Why did the Duke allow Portia to conduct the case?
3. What did Portia appeal to Shylock to do?
4. What was Shylock's reply to the appeal?
5. What was Bassanio ready to offer the Jew?

## SECTION V

## NEW WORDS

crime	plot	unexpected	exactly
drop	shed		instead of
judgement	spare		
principal			

*crime* (n.) a wrong act which is punishable in law.

1. Stealing is a *crime* for which a man can be sent to prison.
2. The man was sent to prison for life for the crime of murder.

*drop* (n.)

Translate.

1. The doctor gave Laxmi a medicine and asked her to put six *drops* of it in an ounce of water and take it once every four hours.
2. "Water, water, everywhere, but not a drop to drink," cried the sailors in the ship

*judgement* (n.) a decision given by the court or the judge in a law court.

1. The *judgement* of the court was that the prisoner should be set free.
2. The trial was over but the judge said that he would give his *judgement* after four days.

*principal* (n.) the amount of money on which interest is paid.

1. "What is the interest for two years at four per cent a year on a *principal* of Rs. 4500?" asked the teacher.
2. The poor man went on paying interest to the money-lender, but was not able to pay back the *principal*.

*plot* (v.t. & i.) to make secret plans (specially against somebody).

1. The minister *plotted* the murder of the young king but he did not succeed in his attempt.
2. The boys plotted to play a practical joke upon the teacher on the first of April.

*shed* (v t). to let fall

- 1 The story of the film was a moving one and I found myself *shedding* tears when the hero died.
2. "I am ready to shed the last drop of my blood fighting against the Nawab," said Mohammed Khan to Jaisingh.
- 3 Most trees shed their leaves in the autumn.

*spare* (v.t.) not hurt or kill

*Spare his life* means *not kill him*.

"Spare my life, don't kill me," said the mouse to the lion. "Perhaps I may be of use to you some day"

*unexpected* (adj) not expected.

- 1 Yesterday I had the *unexpected* pleasure of receiving a letter from an old friend after many years.
- 2 The result of the match was unexpected. No one had thought that the home team would lose.

*exactly* (adv) correctly, just.

1. The train leaves *exactly* at four o'clock
2. That is *exactly* what I said.

*instead of* (prep) in place of.

- 1 Sita asked her uncle to give her a story book *instead of* a fountain pen
- 2 I have changed my plans *Instead of* going to Delhi, I am going to Bombay first.

## COMPREHENSION QUESTIONS

1. What was Portia's judgement ?
2. Why was Shylock ready to take the gold after the judgement was given ?
3. Why did Portia stop Bassanio from giving it to Shylock ?
4. What was Shylock's crime for which the law of Venice had a hold on him ?
5. What was the punishment for this crime ?
6. How did Antonio once again prove himself generous ?
7. What good news did Antonio receive as he was leaving the court ?
8. What was the surprise that awaited the two friends at Belmont ?

